

ATTITUDE, MOTIVATION AND ACHIEVEMENT
IN
ENGLISH LANGUAGE LEARNING : A CASE
STUDY OF HIGH SCHOOL STUDENTS IN
DHAKA CITY, BANGLADESH

by
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12 JAN 1990

Dedicated to those to whom I owe most:
my parents, my wife and my daughter, Shefa

I confirm that no part of the material offered has previously
been submitted by me for a degree in this or in any other
University.

Signed 

Date 7 7 89

ABSTRACT

The primary concern of the present study is to investigate the interaction of attitudes, motivation and achievement in English as a foreign language in a new social and monolingual setting. More specifically, the study examines the relationship between Bangladeshi high school students' motivational orientation and their achievement in English as a foreign language. The study further investigates the possible effect of gender and academic major on students' attitudes and motivation and examines the influence of parents and teachers on students' attitudes and motivation to learn English.

The data for the investigation have been gathered from 240 tenth grade students randomly selected from high schools in Dhaka City, Bangladesh using a modified version of the Attitude/Motivation Test Battery developed by Gardner (1985b) and an Achievement Test prepared by an English Language Teaching Task Force set up by the Government of Bangladesh in 1975. Besides the data collected from the students, data have also been collected from their parents and thirty English Language Teachers from the schools under investigation. The questionnaire used to collect data from the parents has been modelled on Colletta (1982). Teachers' attitudes are assessed through a questionnaire developed specifically for the present study.

The data resulting are then analyzed following a system of programmes known as Statistical Packages for the Social Sciences (SPSSX) and using the following statistical techniques : frequency-distribution, Pearson's product-moment correlations, Students' t-tests and factor analysis.

Analysis of the data reveals that the students in this study are instrumentally oriented towards learning the English language and that an instrumental orientation is a better predictor of achievement than an integrative orientation. Achievement in English is facilitated by favourable attitudes towards and a strong motivation for learning the language. The results further show that attainment in English is related significantly and positively to students' attitudes towards the learning situation. The sex of the learners is not found to have a significant effect on either attitudes/motivation or achievement. Although the academic major does not have any significant effect on students' attitudes and motivation, it affects their attainment significantly. Parents play a significant role in children's attitudinal/motivational development. However, the results suggest a modest positive association between teachers' and students' attitudes to the target language.

Based on the results of the study, certain recommendations for EFL study in Bangladeshi high schools are made. The investigator particularly recommends that English language teaching programmes for Bangladeshi high school students should focus on maintaining a motivating language-learning atmosphere with good language-learning incentives in which the experience of language learning is a rewarding one.

The findings of the present study suggest the need to reconsider Gardner and Lambert's hypothesis that an integrative orientation is a more powerful incentive to second/foreign language learning than an instrumental orientation. It is further recommended that a parallel study be undertaken with samples from different grade levels to see if there are any similarities or difference in regard to attitude, motivation and achievement.

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Chapter One

Introduction

There are three basic components in the learning process of a second/foreign language: a) the learners, with their characteristics, including aptitude, intelligence and motivation; b) the teachers, with their proficiency in the foreign language, their professional qualifications, and the methods they use in their teaching; and c) the curriculum, with its materials, teaching aids and evaluation tools. Intelligence, aptitude and methodology have traditionally been considered to be the uneven factors in successful language learning, and second/foreign language educators have concentrated their efforts on refining methods and developing materials that serve these methods, on improving teachers' qualifications, and on refining achievement and proficiency tests. However, if intelligence, aptitude, and methodology are the only important factors in the second/foreign language learning process, how is one to account for the fact that people with comparable intellectual abilities and aptitude, taught through the same method of instruction by the same teacher, reach varying levels of proficiency in the same target language? Social-psychology suggests that attitudes and motivation bring about this difference. Attitudes determine our behaviour and "influence our speed and efficiency of learning" (Lambert and Lambert, 1973, p. 77).¹ In terms of general scholastic success, Lum (1960)² shows that achievement differences in people of similar aptitude may be attributed to attitudinal and motivational differences. The results

of several other studies (e.g. Gardner, 1966,³ Gardner and Lambert, 1959⁴; 1972⁵; Gardner, Smythe, Clement and Glikzman, 1976⁶; Spolsky, 1969⁷) also have demonstrated that although aptitude and intelligence are, indeed, variables which can predict success, attitudes and motivation also play a vital role in second language achievement.

Attitudes play a vital role in students' ability and success in learning a second/foreign language. How students feel about what they are learning and about what they have to do to learn can make a difference to the success they will have in learning. Nida (1957)⁸ indicates the importance of attitudes in foreign language learning, arguing that the language learning situation is usually analysed in terms of individuals' intelligence, a proper exposure to the target language, the adequacy of textbooks, the orientation of teachers and so forth; however, despite the provision of these 'outside' aids, the failure of some students remains a mystery. Nida suggests that teachers tend to be so much pre-occupied with the development of techniques that they ignore some crucial psychological problems and thus under-evaluate students.

Studies (e.g. Burstall, 1975⁹; Gardner, 1979¹⁰; Jacobsen and Imhoof, 1974¹¹; Jones, 1949¹²; 1950¹³; Jordan, 1941¹⁴; Lambert, 1967¹⁵; Mueller and Miller, 1970¹⁶; Neidt and Hedlund, 1967¹⁷; Scherer and Wertheimer, 1964¹⁸; Sharp et al. 1973¹⁹) have shown that achievement in learning is directly related to the attitudes of learners towards the subject matter and the learning task itself. It has been demonstrated that positive attitudes enhance learning while negative attitudes can hinder or even prevent learning.

Studies (e.g. Discik, 1972)²⁰ have also demonstrated that attitudes are learned and thus can be changed. This may possibly help to increase students' chances of achieving success in learning a second/foreign language.

If teachers can find how students feel about specific aspects and activities in the foreign language learning process, then it may be a relatively easy task to make the adjustments necessary to increase learning potential. The teacher needs to change or eliminate those elements that evoke negative attitudes and which hinder learning. One should capitalize on those factors that engender positive attitudes and thus enhance learning. By emphasizing those activities that inspire positive attitudes, teachers can provide a more positive and pleasurable experience in second/foreign language learning, thereby increasing students' success in acquiring the language (Gunderson and Johnson, 1980)²¹.

Research conducted in Canada and the United States (e.g. Gardner and Lambert, 1959²²; 1972²³) indicates that attitudes and motivation have a strong relationship to second/foreign language learning. Gardner and Lambert suggest that a serious student of a foreign/second language who has an open, inquisitive and unprejudiced orientation towards the learning task, is more likely to become an acculturated member of a new linguistic and cultural community as he/she develops a mastery of the other group's language. Advancing towards biculturalism could have various effects on different language learners, such as providing enjoyment, causing resentment, anomie, fulfilment of a goal, etc. (Gardner and Lambert, 1959)²⁴. Thus, if social psychological factors could have

such an impact on the student of a language, one wonders whether the target language learner's views of foreign people and his/her orientation towards the learning process might enhance or hamper the process of developing competence in the language he/she is learning.

Gardner and Lambert's study was an attempt to understand intercultural and interpersonal communication. They constructed a "social-psychological theory of language learning". Gardner and Lambert (1972)²⁵ maintain that the successful learner of a second/foreign language must be psychologically prepared to adopt various aspects of behaviour which characterize members of another linguistic-cultural group. The learners' ethnocentric tendencies and their attitudes towards the members of the other group are believed to determine how successful they will be, relatively, in learning the new language. Their motivation to learn is thought to be determined by their attitudes towards the other group in particular and towards foreign people in general and by their orientation towards the learning task itself. The orientation is said to be "instrumental" in form if the purposes of language study reflect the more utilitarian values of linguistic achievement, such as getting ahead in one's occupation. By contrast, the orientation is "integrative" if students wish to learn more about the other cultural community because they are interested in it in an open-minded way, to the point of eventually being accepted as a member of that other group.

Gardner and Lambert and their associates agree that the attitudes of language learners do not directly influence achievement, but serve as "motivational support". They assume

that attitudes influence an individual's level of motivation and that the level of motivation influences how successfully an individual learns the language.

This generalization is based on results of studies conducted in Canada as well as in the United States by Gardner and Lambert and their associates (e.g. Clement, Gardner and Smythe, 1977b²⁶; Feenstra, 1967²⁷; Gardner, 1960²⁸; Gardner and Smythe, 1975b²⁹). Much of the research (reviewed in Chapter III) conducted by Gardner and Lambert and their associates in the North American settings show that when learners demonstrate an integrative orientation, they become more proficient in the second language. However, other research has yielded contradictory findings (see for example, Gardner and Lambert, 1972³⁰, the Philippine Study; Gardner and Santos, 1970³¹; Lukani, 1972³²).

In two studies conducted by Gardner and Santos (1970)³³ and Gardner and Lambert (1972, the Philippine study)³⁴ the setting was the Philippines and the target language being studied was English. The importance of English as a second language in the Philippines is of a different order from that of French for English-speaking North Americans. In the Philippines, English has a very special status. Not only has it been the language of economic life and for a long time the sole medium of instruction, but it is also a language that is rarely spoken in the home. There are over sixty languages spoken in the Philippines, but English has been the major language of instruction since the early 1900s. English is currently the most prestigious language of all and for the Filipinos it holds social, economic, and personal importance (Gardner and Lambert, 1972)³⁵.

The results of both the studies show that those who approached the study of English with an instrumental outlook and who received parental support in their views were clearly more successful in developing proficiency in the language than those who did not adopt an instrumental orientation.

The results of these studies in the Philippine setting were particularly encouraging since they permitted the researchers

to make statements about certain aspects of the second-language learning process that have relevance outside North American settings (Gardner and Lambert, 1972, p. 129).³⁶

Gardner and Lambert (1972)³⁷ conclude that

when there is a vital need to master a second language, the instrumental approach is very effective, perhaps more so than the integrative (p. 130).

They also indicate

that each setting and each ethnolinguistic group has its own fascinating pattern of sociopsychological influences that change in unexpected ways the manner in which attitudes and motivation play their roles (p. 121).³⁸

In another study, Lukmani (1972)³⁹ reports that for Marathi-speaking Indian students learning English in India, those with an instrumental orientation scored higher in the test of English proficiency.

Thus, additional research findings have not been consistent with those of Gardner and Lambert's North American Studies. According to the Asian studies conducted by Gardner and Lambert, (1972, The Philippine Study),⁴⁰ Gardner and Santos (1970)⁴¹ and Lukmani (1972),⁴² instrumentally motivated students scored higher in English proficiency than integratively motivated students.

The major concern of the present study is to investigate the interaction of attitudes, motivation and achievement in English as a foreign language in a new social and monolingual setting with distinctive characteristics of its own. More specifically the study will try to examine the relationship between Bangladeshi High School students' motivational orientation and their achievement in English as a foreign language. In addition, it examines the motivational orientation of parents and teachers in an effort to determine to what degree parents and teachers influence students' motivation to learn English.

1.1 Background : Language and Education in Bangladesh

In order to have a better understanding of the distinctive nature of the setting it seems advisable to provide some general information about Bangladesh in terms of its education system, the history of English language teaching locally and the present status of English in the curriculum.

Pre-university education in Bangladesh consists of twelve years of instruction, divided into three main stages : primary, secondary and higher secondary. Figure 1.1 presents the pre-University

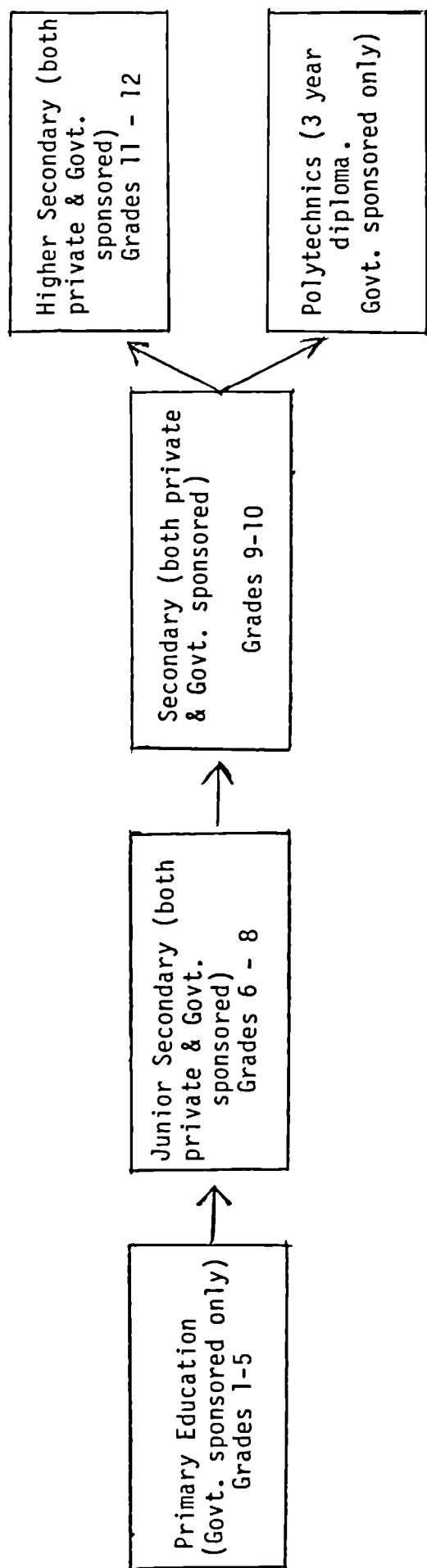


Figure 1.1 Schematic representation of pre-university education levels in Bangladesh

education levels in Bangladesh. Primary education is designed to provide basic skills. The student generally enters at the age of five and continues for five years. Secondary education in Bangladesh is under the control of four boards of intermediate and secondary education, one for each administrative zone of the country. Most of the secondary programmes are privately sponsored but are managed by public officials elected according to regulations laid down by the Education Department. Some of the secondary programmes are public and under the direct control of the department.

General Secondary schools provide education in grades six through ten. Eleventh and twelfth-grade education is given in two-year higher secondary colleges and in the first half of four-year colleges. Many of the four-year colleges offer both higher secondary programmes and first-degree university programmes. They are affiliated to an intermediate and secondary education board for secondary studies and to a university for higher studies. In addition to the general secondary institution, there are separate institutions for religious instruction, which function within the established system and receive some government funding; there are also technical institutes which offer three-year programmes leading to a diploma for graduates of the tenth grade.

The general secondary schools can be divided into junior high school (grades 6-8) and high school (grades 9 and 10). At the end of eighth grade, students take an examination for entry into high school programmes, the successful students being allowed to continue their education. After grade ten, students who successfully pass

another examination are awarded the Secondary School Certificate (SSC) and are eligible for entry into higher secondary colleges. Students who successfully pass an examination at the end of the twelfth grade are awarded the Higher Secondary Certificate (HSC) examination and are eligible for tertiary programmes.

Bengali is the only medium of instruction from the primary until the higher secondary level. English is the only foreign language taught compulsorily in the Bangladeshi Schooling System. English is taught from the third grade and continues through to the twelfth grade at the rate of about four hours per week. The medium of instruction at universities in Bangladesh is also Bengali except in the faculties of medicine and engineering. However, in some faculties English may also be used as an optional medium of instruction. Most of the students (about 80%) choose to write their examinations in Bengali.

The fact that English became a subject in the school curriculum in Bangladesh, which is notoriously homogeneous linguistically and where 99 people speak Bengali, is a direct result of British colonial rule. The origins of the present pattern of educational structure in Bangladesh, which was inherited from India and Pakistan, can be traced back to the period of British rule. It was not because the term 'education' was unknown to the Indians or because there existed an inadequate education system in that part of the globe that the British wanted to educate or enlighten them by introducing a better system, but because they totally misunderstood

or never bothered to understand the existing situation. As pointed out by Coomaraswamy (1943, p. 389):⁴³

Education in India has too often been treated .. as if education had been unknown. Actually, universities (Taxila, Nalanda, Nadia, Totagamawa, etc.) had existed in India since a time before the beginning of the Christian era, and these had been centers of practical as well as theoretical instruction. Innumerable schools of various kinds, ranging from Sanskrit colleges to village schools for elementary teaching, all self-supporting, existed in the nineteenth century, and some of them still survive. Vocational instruction was provided for by apprenticeship.

The whole subject is complicated by the differences between the educational ideals of native India and those of the Western World. Literacy, for instance, is less of a problem to a culture based on highly developed oral traditions. The "illiterate" Indian peasant may be considered 'uneducated' according to Western standards, yet because of his extensive oral knowledge of a great traditional literature he is not to be so considered according to Indian standards.

As a result of this misconception on the part of the British rulers, it was decided to form a class of persons "Indian in blood and colour but English in tastes, in opinion, in morals and in intellect" (Ibid, p. 389)⁴⁴. Hence the introduction of English education in India.

However, the history is worth exploring further. Bengal was the first area to become acquainted with English language in India since it was at Calcutta that the English tradesmen disembarked during the early part of the 18th century, and it was this part of India which came under British colonial rule first when the Emperor of Bengal was defeated by the East India Company in 1757. The

missionaries followed. They learnt the Bengali language initially to preach Christianity, but later, they started establishing schools where English was introduced as a subject of teaching in order to smooth away the obstacles of communication. During this period, though the British government was sympathetic towards attempts to revive Indian learning, it did not entertain any idea of introducing any system of education. From 1757 till 1835 the same state of affairs prevailed with minor or no changes at all. In independent India, scholastic or higher education was in Persian, Arabic or Sanskrit. But when it too became a British colony, things altered for the worse since there was no agreement on educational policy.

The Anglicists in India intended to give priority to the development of higher educational institutions and the creation of an elite. But the Orientalists wanted to preserve and promote the traditional literary languages of India - Sanskrit, Persian and Arabic - while the Anglicists wanted English as the medium of instruction (Mukerjee, 1971, p. 376).⁴⁵

The conflict was finally resolved in the Anglicists' favour. It was Thomas Macaulay who prepared his famous Educational Minute of 1835 in which he justified the cause of English education. His views were approved by the then Governor-General, Lord William Bentinck, who declared by issuing an Order in Council on March 7, 1835:

.... that the great object of the British Government ought to be the promotion of European literature and science among the natives of India; and that all the funds appropriated for the purposes of education would be best employed on English education alone (Ibid, p. 376).⁴⁶

By the middle of the nineteenth century English schooling was established and had made considerable progress. Thus the seed of English language teaching was officially sown and continued to grow steadily for over a century.

After independence in 1947 both Pakistan and India decided to adopt national languages as media for education. But it was not an easy task. During the period of British rule, a number of regional languages were spoken in the sub-continent. The common link between the regions of the sub-continent was provided by the English language. It was through this language that modern knowledge was acquired and communicated. This had continued for more than a century, giving rise to two important consequences:

- a) Since English was the medium of instruction in the schools and colleges, scientific knowledge and success in government service were available only to those possessing skill in English.
- b) Since the regional languages of the sub-continent were not employed in government, trade, education or the learned professions, further enrichment of these languages languished.

Though the Pakistan Government, of which Bangladesh was a part till 1971, recognized that the national languages (Bengali and Urdu) should be given their due place, they were not unmindful of the great importance of English in the life of the nation. However, no definite policy was taken towards achieving the goal of national language promotion for different reasons, the two main ones being the snobbish attitudes of the bureaucrats and the language

differences of the two parts of Pakistan. And although Bengali was introduced as a medium of instruction in schools, English was also kept as an optional medium of instruction. At the higher secondary and the university level, English was used as the only medium of instruction till the late 1950s. It was during the early sixties that Bengali was also recognized as an optional medium of instruction alongside English. However, English continued to be taught as a compulsory subject in the curriculum of the primary, secondary and higher secondary levels for all students and in the first degree (B.A.) university programmes in Arts. The primary objective of teaching English, as stated in the report of the National Education Commission set up by the Pakistan Government in 1959,⁴⁷ was to enable the pupils to understand, speak, read and write simple English. The report stated further that the teaching of the subject should aim at the comprehension and correct use of the language.

After the emergence of Bangladesh as an independent State in 1971, it was felt by the general population of the country that since Bengali was spoken by 99% of people of the country, it should be used as the only official language and should also be the only medium of education at all levels. So the Government had to yield to the popular demand, and it took two major decisions : a) English would cease to be the official language forthwith and b) English would cease to be the medium of instruction at all levels of education. The Government stated the argument for the adoption of the mother tongue as the medium for education as follows:

- a) The mother tongue is a powerful source for developing a sense of nationhood. It is a symbol of a nation's dignity and it fosters national pride.
- b) The use of the language by both the intelligensia and the masses helps remove class distinctions.
- c) Education in English places an enormous strain on students since it forces them to spend an undue proportion of their time learning the language.
- d) With the development of the mother tongue and its use at the higher educational levels, the literature produced in the various subjects, professions, trades, etc. becomes intelligible to the common man and promotes progress in agriculture, commerce and industry (see Government of Bangladesh, 1972).⁴⁸

It was also keenly felt that the curriculum of different stages of education then in use could not meet the demand of national goals, fulfil the requirements of contemporary life and keep pace with the explosion of knowledge. The Government in 1972⁴⁹ accordingly set up a National Education Commission with responsibility for studying the defects of the inherited education system and recommending measures for reform and redirection so that national reconstruction might be ensured through the instrumentality of education. After reviewing the situation and after deliberation with different sections of the population, the Commission recommended significant short term and long term measures for overhauling the system. These measures matched the aspirations of

the people and were in conformity with the new nation's need for educated citizenship and trained manpower to speed up economic and social development. The reports of the Commission submitted in May, 1974⁵⁰ included, inter alia, valuable suggestions for the reconstruction and remodelling of the curricula and syllabi of different stages of education so as to achieve national goals. One of the main considerations before the Commission was the assessment of the place of English in the country. Though the Commission recommended that Bengali should be the only medium of instruction, it did not fail to point out categorically that every effort should be made to remove the deficiencies in the language, especially in the fields of science and technology, which would require a certain length of time. Even after doing that, the country would need to study a foreign language, which would obviously be English. Emphasizing the importance of English, the Commission in its report stated:

English is undoubtedly the most important and widely spoken language in the world today. It is the foremost medium of international communication and information. Every day new knowledge is being accumulated in English and every year innumerable books, magazines, journals and periodicals are published in the language. Information in other languages is also being translated into English regularly. In recent times the English language has spread so widely throughout the world that it is now spoken and understood in every one of the continents and widely used as a language of diplomacy, commerce and industry. As an international language English has gained so much prestige that it can never be ignored (Report of Bangladesh Education Commission, May 1974, p. 14, Clause, 4.7).⁵¹

For these reasons the Commission felt that all educated persons in Bangladesh should have a knowledge of this world language.

In the light of the recommendations of the Commission relating to curricular reforms, the Government of the People's Republic of Bangladesh in the Ministry of Education constituted the National Curriculum and Syllabus Committee (NCSC) through a Government resolution in October 1975. The NCSC recommended that English as a foreign language should be included for compulsory study in the curricula of Primary, Junior Secondary, Secondary and Higher Secondary stages. Provision was made for teaching English from grade III because it was felt that there was need for a good foundation in the language. The NCSC recommended that the study of English at the Primary Level should be functional and complete in itself in providing students with skills which could be used in real life situations.

Regarding the study of English at the Junior Secondary stage, the NCSC suggested that such study should help to extend students' control of the basic language skills, i.e. listening, speaking, reading and writing, the elements of which would already have been taught at the primary stage. It should aim at equipping the students to use these skills in real life situations outside the classroom so that even those who failed to progress beyond this stage and who would enter into various vocations could derive benefit from the study of English. Since some of the students would go on to further study which would involve both extensive and intensive reading of English texts and writing in English, the skills of reading and writing English were to be given progressively greater attention.

As for the study of English in grades IX and X, the Committee was of the view that it should be related to the roles assigned to education in the National Development Plan, namely, producing the skilled manpower needed to increase productivity and equipping students with the tools necessary in later higher education geared to the technological manpower needs of Bangladesh. More specifically, the study of English at this level should revise previous work and extend students' control of the four skills with greater emphasis on reading and writing and on a fifth skill, reference. As far as possible, students should also be enabled to use these skills in real life situations outside the school. Similarly the higher secondary programmes (grades XI and XII) in English should be aimed at the extension of students' control of the four skills with greater emphasis on reading and writing.

1.2 Statement of the Problem

As was indicated in the previous section, English is taught as a compulsory subject starting in the third grade and continuing through to the twelfth grade at the rate of about four hours per week. Despite this considerable amount of time devoted to English instruction (eight years of English instruction in the case of grade ten students at the rate of four hours a week), the general proficiency and achievement of the majority of the students graduating from high schools is unsatisfactory and disproportionately low. "In spite of our association with English for about two hundred years, the average level of performance in the language is deplorably low" (Huq, 1986, p. 2).⁵²

This overall weakness in English language skills among secondary and higher secondary level students has been a matter of great concern to parents and among English language teachers and educators since the emergence of Bangladesh as an independent state in 1971. Therefore the government set up an English Language Teaching Task Force to survey the state of English language teaching in the country (Ministry of Education Order No. 5/7AS-38/75 dated 27.10.75). This Task Force was composed of fourteen eminent educationalists drawn from the Bangladesh Education Extension and Research Institute, the University of Dhaka, and from Teachers' Training Colleges, plus one member each from the Bangladesh School Textbook Board, the Board of Intermediate and Secondary Education, Dhaka, and from the Ministry of Education. It also had personnel from the British Council and a language specialist from New Zealand who was working at that time with the then Bangladesh Education Extension and Research Institute (now the National Institute of Educational Administration and Extension Research). The Task Force was asked specifically to assess the personnel and teaching materials which were available at secondary, higher secondary and teacher training levels. It was also asked to make an assessment of the English language proficiency of students at these levels. In the course of its work the Task Force found that information about English at the primary level was also required because failure at later levels often originated from problems at this level.

The Task Force assessed the personnel and teaching materials available at primary, secondary, higher secondary and teacher training levels by means of questionnaires, and tested the English language proficiency at these levels through a battery of

proficiency tests administered during early 1976. Its findings, which became available from May, 1976, confirmed the poor level of achievement of both students and teachers. The levels of English proficiency were considered to be very low throughout the secondary and teacher training levels. They indicated a desperate situation in English language teaching in Bangladesh. As regards the personnel and teaching materials available, the Task Force observed that there was a grave shortage of trained teachers of English at all levels. It also considered the lack of competent teachers at all levels as the biggest single obstacle to English teaching in the country. The situation was worst at the primary level where most of the teachers needed training in both English language and in English teaching methodology before any improvement in English at this level could be expected. The teaching methods observed were not conducive to effective learning : from the primary level students were made to learn by rote without understanding. Very often the methods were opposed to what is generally accepted as sound language teaching practice. With respect to the textbooks, it became apparent that, at all levels, the textbooks were unsuited to the levels of the students studying them and that, after grade VIII, the textbooks were especially unsatisfactory.

On the recommendations of the Task Force, the National Curriculum and Syllabus Committee worked on new syllabuses for teaching English in grades III to XII. An appropriately graded syllabus was introduced at each level and new textbooks suited to the needs and capabilities of the students were written with the assistance of experts from both within and outside the country. The Ministry of Education also took several corrective measures in the area of teacher training. However, despite various efforts at

refining teaching methods, developing materials consistent with these methods, improving teachers' qualifications, and improving evaluating techniques, the problem of weakness in English seemed to persist.

Improvements in teaching English in Bangladesh, in the opinion of the present researcher, are heavily contingent on the development of a well-organized and comprehensive plan that embraces all aspects of the learning process : the instructional as well as learner-related factors. While too much emphasis has been laid on the instructional factors, the role of learner factors seems to have been totally ignored. Several workshops held under the sponsorship of Bangladesh English Language Teachers Association in collaboration with the Asia Foundation, the National Curriculum and Textbook Board, the Directorate of Secondary and Higher Education and the Directorate of Printing Education identified, besides other factors, lack of motivation and interest of the students, lack of parental and community support as contributing to the comparatively lower level of proficiency in English (see Report on Four Work-Shops, 1987, pp. 10-19).⁵³ Despite these findings, no systematic investigation into students' attitudinal and motivational orientations has been made. The present researcher believes that an understanding of students' motivational orientations is one of the keys which may help reshape attitudes and interest in learning English and therefore spur increased efforts and proficiency.

The problem for this study, therefore, is to investigate the attitudinal and motivational orientations of tenth grade students in

Bangladesh and to ascertain if the attitudes and motivation of these students are related to their achievement in English.

1.3 Purpose of the Study

The primary purpose of this study is to investigate the interaction of attitudes, motivation and achievement in English in a new social and monolingual setting with distinctive characteristics of its own. More specifically, the study examines the relationship between Bangladeshi high school students' motivational orientation and their attainment in English. An attempt is made to study the possible effect of sex and academic major on students' attitudes and motivation. In addition, the study examines the influence of parents and teachers on students' attitudes and motivation to learn English. A further purpose of the study is to determine whether these students consider learning English important and, if so, why. The last objective is to relate the findings of this study to English language teaching programmes in the high schools in Bangladesh.

1.4 Significance of the Study

The purpose of this study was to determine whether and to what extent attitudes and motivation affect the learning of English of high school students in Bangladesh. It may be considered significant for the following reasons:

a. This is the first study to deal with attitudes and motivation to learn English as a foreign language in a Bengali

setting where students are surrounded by their native language and where English is not either the basic language of instruction or a lingua franca. Most of the previous motivational studies were conducted in two types of settings:

(a) bicultural and bilingual settings in Canada and with international students learning English in the United States and the United Kingdom where the target language is in its native environment.

(b) multilingual settings in which English is either the only official language (e.g. Belize) or an associate official language (e.g. the Philippines and India) and thus is not only the language of instruction but also serves as a lingua franca between different linguistic communities.

The present study, with its new additional setting, will broaden the scope of data relevant to the research on motivation to learn English as a foreign language in general.

b. Since the purpose of this study is to investigate Bangladeshi students' motivation to learn English, it will be of relevance to the Ministry of Education in Bangladesh in its endeavour to improve English language instruction in the high schools of the country. The importance of the study lies in the fact that it will investigate the motivation of the Bangladeshi students at a time when most educators and teachers of English are blaming the students for their weakness in English and also for their alleged lack of motivation to learn the language. The

knowledge derived from this study may provide a valid basis for modifying the present English language programmes thus rendering them more efficient and effective and for paying more careful attention to factors affecting learner attitudes.

Furthermore, the study will provide insights into the influence of parents and teachers on students' motivation to learn English.

c. As a result of this study further verification and general applicability can be made of the social psychological theory propounded by Gardner and Lambert (1959,⁵⁴ 1972⁵⁵), especially the notion that integrative motivation is more conducive to second language learning than instrumental motivation.

1.5 Research Hypotheses

In the light of the purposes discussed in this chapter and a review of the existing research (see Chapter III), the following hypotheses were formulated to guide the present investigation.

Hypothesis 1a. The reasons for learning English as a foreign language would be instrumental.

Hypothesis 1b. The more instrumentally (as opposed to integratively) oriented a student is while studying English, the greater his/her achievement in English.

Hypothesis 2. The association between different measures of attitude and motivation and achievement would be significant and positive.

Hypothesis 3. The more positive the attitudes of a student towards the learning situation, the greater his/her achievement in English.

Hypothesis 4. There would be significant differences in attitudes and motivation towards learning English and in achievement in the subject between boys and girls.

Hypothesis 5. There would be significant differences in attitudes and motivation concerning the learning of English between students with different academic majors.

Hypothesis 6. There would be a significant and positive relationship between the attitudes and motivation of the parents towards the language and the attitudes and motivation of the students towards learning the language.

Hypothesis 7. Since there is no exposure to the target language outside the classroom, and since the teacher is the prime user of the language, there would be a significant and positive association between the attitudes of teachers towards the language and the students' attitudes and motivation towards learning the language.

1.6 Definition of the Terms

Attitude : "An attitude is an organized and consistent manner of thinking, feeling, and reacting to people, groups, social issues or, more generally, to any event in the environment" (Lambert and Lambert, 1973, p. 72).⁵⁶

Motivation : Motivation in this study is defined as "the combination of effort plus desire to achieve the goal of learning the language plus favourable attitudes toward learning the language" (Gardner, 1985a, p. 10).⁵⁷

Orientation Index : This refers to an individual's possible reasons for studying a second language which stresses its instrumental and integrative values.

Integrative Orientation : This refers to an individual's attitude towards and motivation for learning English to permit social interaction with people who speak English as well as with those who speak languages other than his/her own and also to appreciate and better understand the art and literature of other countries/cultures.

Instrumental Orientation : This refers to an individual's attitude towards and motivation for learning English for utilitarian purposes, such as education, future employment or travel.

English as a Second Language (ESL) : This refers to a learning situation where the target language is spoken within the surrounding

society (e.g. International students learning English in Britain, Canada, United States, etc., or students learning English in countries of divergent linguistic backgrounds, such as the Philippines, India, Nigeria, Kenya and Belize, where English besides being a lingua franca between different linguistic communities is also a language necessary for certain official, social, commercial or educational activities within the countries).

English as a Foreign Language (EFL) : This refers to a learning situation where the target language is not spoken within the surrounding society but used by someone for communication across frontiers or with people who are not his/her countrymen. This includes listening to broadcasts, reading books or newspapers, commerce or travel (e.g. students learning English in Bangladesh, Saudi Arabia, China, Germany, etc.).

Achievement in English : Achievement in this study refers to a student's scores on the following tests : structure, vocabulary, reading comprehension and teacher awarded marks. No attempt was made to include measures of communicative competence since the students in the sample had been exposed neither to teaching activities nor to contact with native speakers sufficient for them to be expected to perform this skill.

1.7 Limitations of the Study

The present study has the following limitations:

a. The study is primarily concerned with attitudes and motivation to learning English as a foreign language in a formal learning context in a monolingual and monocultural setting. More specifically, the study is concerned with motivation to learn English as a foreign language in the Bangladeshi school context.

b. The study is limited to the urban population of the city of Dhaka. More specifically, it is limited to the schools and the informants who participated in the study.

c. The study is limited because the measurement of attitudes and motivation is difficult. The researcher may only assume that the informants are supplying honest answers and that they understand the items in the questionnaire.

d. The study is limited because although the instruments used to collect data from the students and their parents were standardized and validated with similar samples in the Canadian context, these were not tested for statistical validity and reliability for the present sample. Furthermore, data from teachers were collected from a very small number of 30 samples only and also this data collecting instrument (Teacher Questionnaire) was not tested for statistical validity and reliability. Although the study was closely modelled on the Attitude/Motivation Test Battery for students developed by Gardner (1985b)⁵⁸ and the Attitude-Motivation

Questionnaire for parents by Colletta (1982)⁵⁹, it could not apply these measures in their entirety because of the changed socio-linguistic setting being studied. Detailed discussion of the Attitude/Motivation Questionnaire for students, their parents and teachers can be found in Chapter IV.

1.8 Summary

The present study was designed to ascertain whether there is any relationship between the attitudes and motivation of Bangladeshi high school students and their achievement in English as a foreign language. In addition, the study examines the possible effect of parents and teachers on students' attitudes and motivation. The background, the problem and purpose of the study, its significance, the research hypotheses, definitions of the terms, and limitations of the study have all been presented in this first chapter.

The remaining chapters have been organized in the following manner. Chapter II discusses the role of attitudes and motivation in second/foreign language learning. Chapter III presents a review of the previous research conducted in different parts of the World. Chapter IV describes the methodology that has been used to collect data for the study while the results of the data analysis are presented in Chapter V. Chapter VI contains a summary of the findings and a discussion of the conclusions that may be drawn together with recommendations for English language teaching in Bangladesh on the one hand and for subsequent researchers on the other.

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Chapter Two

Attitudes and Motivation in Second/Foreign Language Learning

As mentioned in the preceding chapter, the major concern of this chapter is to discuss the role of attitudes and motivation in second/foreign language learning. It will also focus on parental influence in children's attitude development and second/foreign language learning and teachers' role in their students' attitude development and second/foreign language learning. The chapter has been divided into five sections. The first section discusses the concept of attitudes as it relates to second/foreign language learning while the second focuses on the role of motivation in second/foreign language learning. The third is devoted to the discussion of parental influence in children's attitude development and second/foreign language learning and the fourth concentrates on the role of teachers in their students' attitude development and second/foreign language learning. Finally the fifth section concludes the chapter.

2.1 Concept of Attitude

The concept of attitude is a major concern in social psychology and has been defined in a multitude of ways. As early as 1901, Baldwin¹ defined attitude as "readiness for attention or action of a definite sort" (p. 88). Thurstone (1931)² defined attitude as "the affect for or against a psychological object" (p. 261). By the 1950s a multi-component view of attitude had been adopted and attitudes were viewed as constructs consisting of the person's

beliefs about the object, feelings towards the object, and action tendencies with respect to the object (see for example, Allport, 1954)³. It was held that the attitude formation process has four stages : cognitive, emotional, evaluative and behavioural. The person perceives an object, idea or a situation and then certain feelings arise from this perception. These feelings are evaluated either negatively or positively, and after the evaluation has been made, will be translated into a mode of behaviour or action.

The list of definitions increased as the number of theorists and researchers dealing with attitude grew. Allport (1954, p. 63)⁴ states that,

an attitude is a mental and neural state of readiness, organized through experience, exerting a directive or dynamic influence upon the individual's response to all objects and situations with which it is related.

Lemon (1973, p. 1)⁵ calls attitude "one of the most ubiquitous of all the terms used in social science". In spite of its ubiquity, however, the notion has been defined in many different ways. Most theorists would, however, tend to agree that the term "attitude" refers to some aspects of the individual's response to an object or a class of objects.

Lambert and Lambert (1973, p. 72)⁶ define an attitude as

... an organized and consistent manner of thinking, feeling, and reacting to people, groups, social issues or, more generally, to any event in the environment.

Thoughts and beliefs, feelings and tendencies to react are the principal components of an attitude. Attitudes are thought to be developed during the process of individuals' adjusting to their social environment; and, once developed, they become part of their behaviour.

As individuals develop, their cognitions, feelings, and reactions with respect to the various objects in their world become organized into attitudes. Individuals' social actions are directed by their attitudes, which determine, to a large extent, their behaviour. Therefore, it is possible to predict individuals' behaviour by knowing their attitudes.

It is also agreed that attitudes are learned and that they develop and are organized through experience and, therefore, are capable of modification by further learning. It is also agreed that they are relatively stable or enduring (Fishbein and Ajzen, 1975⁷; Lennon, 1973⁸; Shaw and Wright, 1967⁹). The following definition can accommodate all that has been said about attitude:

... attitude can be described as a learned predisposition to respond in a consistently favourable or unfavourable manner with respect to a given object (Fishbein and Ajzen, 1975, p. 6).¹⁰

Attitudes are said to have cognitive, affective and conative components (see for example, Harding et al., 1954)¹¹. The cognitive component refers to one's belief about the object; the affective component to the amount of positive or negative feeling one has towards the object, and the conative component to one's behavioural

intentions, or to one's actual behaviour towards the object (see, e.g. Krech et al., 1962¹²; Lambert and Lambert, 1964¹³). From an operational point of view,

... an individual's attitude is an evaluative reaction to some referent or attitude object, inferred on the basis of the individual's beliefs or opinions about the referent (Gardner, 1985a, p. 9).¹⁴

In other words, attitudes are attitudes about or towards someone or something, as in attitudes towards English speaking people. Attitudes may, however, differ in terms of their specificity or generality. For example, attitudes towards English speaking people are relatively specific in that the referent is reasonably concrete, though to some extent, of course, an abstraction. Ethnocentrism or xenophilia, on the other hand, are more general since the referent cannot be clearly delineated.

There is, however, some disagreement as to whether all of the three components (cognitive, affective, conative) should be included under the notion of attitude. Fishbein and Ajzen (1975)¹⁵ and Shaw and Wright (1967)¹⁶ suggest that the term 'attitude' be applied to only the affective component. In fact, most of the attitude scales which have been used in research measure only the affective component. In the domain of L₂ learning research, Cooper and Fishman (1977)¹⁷ provide one of the very few exceptions in which all three components are measured. According to Rokeach (1972)¹⁸ it does not really matter whether all or only one of the three components are measured : the relationship between the components is so close that sufficient information on an attitude can be obtained by measuring only one component, no matter which.

When attention is directed to the relationship of particular attitudes to particular examples of behaviour, another dimension is introduced, namely that of relevance. Some attitudes might be more relevant to behaviour than others. For example, one might expect that attitudes towards learning English will be more relevant to the behaviour of obtaining a high grade in an English class than they would be towards learning German or towards English people. "Differing degrees of relevance would be expected to influence the magnitudes of the correlations of such attitudes with the behaviour in question" (Gardner, 1985a, p. 9).¹⁹ It might be that all three attitudes referred to would correlate significantly with grades in English since many attitudes could be involved in such a complex index of behaviour even though the magnitudes of the correlations might be expected to differ. In other words, attitudes towards learning English would probably produce the highest of the three correlations simply because such attitudes are the most relevant for high grades in English. Attitudes towards English people may not correlate as highly with English grades, yet because of the common 'English' component, the correlation could be significant. For much the same reason, even a measure of attitudes towards learning German might be expected to correlate with grades in English since the attitude towards learning another language such as German may involve components which influence attainment in English. As Gardner (1985a, p. 10)²⁰ puts it,

.... the differing magnitudes could simply reflect the relevance of that attitude to that behaviour, not the relevance of the attitude concept to behaviour.

The importance of relevance is supported by research conducted by Ajzen and Fishbein (1977)²¹ and Fishbein and Ajzen (1975)²² which consistently demonstrates relationships between the attitude to certain behaviour and the actual behavioural intention or behaviour itself. In discussing the factors which influence the magnitude of the attitude-behaviour relationship, Ajzen and Fishbein (1977)²³ argue that in order for there to be a high correlation between attitudes and behaviour, there must be correspondence between the attitudes and behaviour in terms of target, action, context, and time. If the attitude and the behaviour both refer to the same action geared towards the same target in the same context at the same time, the correlation between the two will be high. It seems obvious, however, that such relationships, albeit high in magnitude, are relatively low in consequence (cf. Gardner et al, 1978).²⁴

A major contention that pervades this study is that attitudes influence the success with which another language is acquired. Macnamara (1973a)²⁵ argues that "the main thrust in language learning comes from the child's need to understand and to express himself" (p. 251). He states,

A child suddenly transported from Toronto to Berlin will rapidly learn German no matter what he thinks of the Germans. Indeed when he makes his first appearance on the street and meets German children he is likely to be appalled by the experience. They will not understand a word he says; they will not make sense when they speak; and they are likely to punish him severely by keeping him incommunicado His need to communicate has very little to do with what is commonly understood as an attitude to a people or its language (p. 253).

Macnamara's views, however, pinpoint what is a major confusion in this research area. Too many educators and researchers view second language acquisition as a single phenomenon and fail to recognize the importance of the context in which acquisition takes place. Equating the individual who develops bilingual proficiency in an informal learning context with the one who develops such skill primarily in a formal school context is meaningless. However, this does not imply that the processes are necessarily different, but simply that the contexts are different, and thus different variables may come into play. The important point is that considerable attention must be paid to the context in which language proficiency is developed and to the methods by which it is acquired.

Macnamara (1973a²⁶, 1973b²⁷) has also argued that many conquered nations (e.g. Ireland, Scotland, Wales) have learned the language of the oppressor despite negative attitudes to its people/culture. For example, "there has always been some antipathy of Irish people to England and English; yet English replaced Irish" (Macnamara, 1973b, p. 37).²⁸ This fact indicates the importance of the social context in which language acquisition takes place.

However, the main concern here is the study of individual differences in second/foreign language learning brought about by differences in various attitude and motivational characteristics. Such variables may be considered important simply because the second/foreign language courses are different from other courses in students' curriculum which contain aspects of students' own culture. Second/foreign language instruction, in contrast, involve elements of another cultural community as well as a different behavioural

repertoire. The elements of a second/foreign language are more than a linguistic code; they are integral parts of another culture. Thus as long as language programmes require students to make the other language part of their behavioural repertoire it seems reasonable to suggest that students' attitudes towards the specific language group may influence the relative degree of success with which it can be achieved. If, however the main focus of attention is on the cognitive aspects of language, such as in traditional grammar-translation courses or courses which stress a reading knowledge of the language, it seems likely that such attitudes will be involved to a lesser extent.

Attitudes towards the other language community are not the only attitudes that would be involved. Recognizing the strong association between ethnicity and language calls attention to many attitudes which might affect language learning. This perspective would suggest that attitudes involving reactions to outgroups in general might be implicated; this would include authoritarianism, ethnocentrism, anomie, interest in foreign languages, xenophilia (or xenophobia), and nationalism. Each of these shares a common theme since they imply some contrast between one's own and another cultural community. This perspective also focuses attention on the language as something more than just a neutral linguistic code. Because of this, attitudes relating to the language itself could also be involved. Examples include attitudes towards learning the language, attitudes towards speaking it, reactions to its sound or character, or structure, etc. Gardner (1985a)²⁹ suggests that since the language does not represent an aspect of the individuals' own

cultural heritage, attitudes toward aspects of the language may play a role in determining how successful they will be in acquiring it.

Such an orientation also places a greater emphasis on attitudes towards the language learning situation than would be the case if the learning material were part of students' cultural background. Specifically, there is a high chance that attitudes towards the course or the teacher will be important because the course and the teacher can be viewed as representing the language. It is quite possible that the language classroom is the only place where students meet the language and that the teacher is the prime user of it. Therefore, the course and the teacher can become closely associated with the language material, and attitudes towards them could thus become highly influential.

Most of these attitudes can undoubtedly be developed and fostered in the home environment, supported by the atmosphere in the general community, and reinforced by individuals' peer group. However, it is highly likely that many of these same attitudes will become salient for the first time in the language class, particularly in environments where the other language group is not represented. These latent attitudes can be awakened and shaped by the teacher in the classroom. Thus the teacher can play a vital role in shaping the nature of students' attitudes.

In the language learning situation, if students' attitudes are favourable, it is reasonable to predict, other things being equal, that their experience with the language will be pleasant and that they will be encouraged to continue. Simply, favourable attitudes

tend to cause the experience to be perceived positively. If, on the other hand, attitudes are negative, the experiences will tend to be perceived unfavourably. Obviously, however, if teachers are skilled in the language and attuned to the feelings of their students, they can do a lot towards the awakening of positive attitudes, regardless of whether students' initial attitudes are positive or negative. This is because the language course is artificial. It is, after all, a school subject also, and the majority of students will approach it initially as just another school subject. Obviously, if teachers are not knowledgeable or not sensitive to student reactions, it is unlikely that positive attitudes will be developed. In such a situation, only students with an initially strong, favourable attitude might be expected to survive the programme with enthusiasm intact.

Language courses are different from other curriculum areas in that they require the individual to incorporate elements from an alien culture. As a consequence, reactions to outgroups in general and the target language culture in particular become important considerations. Furthermore, because the material is not merely an extension of students' own cultural heritage, the dynamics of the classroom and the methodology assume greater importance than they do in other school subjects. Such considerations place considerable emphasis on the concepts of attitude and motivation in the learning of a second/foreign language.

2.1.1 Attitudes and Second/Foreign Language Learning

In discussing the role of attitudes in second/foreign language learning in this section, major attention will be focussed on the types of attitudes generally considered to be involved in second/foreign language learning, the relationship between attitudes towards learning a second/foreign language and performance in the language and the association between attitudes towards the target language community and achievement in the language.

Attitude has a significant influence on success in learning a second/foreign language. The second/foreign language educators have recognized and generally accepted that attitude is a major contributor to success (see for example, Strevens, 1977).³⁰ But to state that achievement in a second/foreign language is related to attitudes is to make a relatively general statement; the main question should be: attitudes towards what? And if a relationship is established between attitude and achievement in learning a second/foreign language, this lends itself to another pressing question: why? Here two types of attitude must be considered : attitudes towards learning the language and attitudes towards the other language community. Research related to each of these two attitudes to second/foreign language achievement has led to the conclusion that the first set of attitudes is fairly consistently related to achievement whilst the second shows a more variable set of relationships. After a review of the literature Gardner (1985a)³¹ suggests that attitude measures do differ in their degree of relationship with achievement in the second language, and some indices are more relevant than others, and that attitudes towards

learning the language generally obtain higher relationships with achievement than attitudes towards the target language community do. Furthermore 'target language community' is by no means a uniform notion for all learning contexts.

Another way of classifying attitude variables is as either educational or social attitudes. Instances of educational attitudes are attitudes towards the teacher, the course, learning the language, etc. In each case, the attitude revolves around the educational aspects of second/foreign language learning. Social attitudes, on the other hand, involve attitudes which focus on the cultural implications of second/foreign language learning, such as ethnocentrism, anomie, an individuals' attitudinal disposition towards social groups (in-group or out-group). Therefore both may play an important role in the second/foreign language learning process. Two attitude variables which have attracted considerable investigation by a number of researchers are attitudes towards learning the second/foreign language and attitudes towards the target language community. The first is clearly an educationally relevant attitude, while the second is primarily a social one.

As suggested earlier, there are many reasons to expect that a measure of attitude towards learning a second/foreign language would relate to achievement in the language, and although the nature and type of attitude scales vary considerably from study to study, the research literature generally supports this notion. Moreover, the literature suggests that it is highly likely that, although such attitudes are related to performance in language courses, attitudes towards other school subjects are not necessarily related to

achievement in those courses. That is to say, the nature of language acquisition may be such that attitudes are implicated in achievement more than is true for other subject areas. This generalization has been indicated by Jordan (1941)³² who investigated attitudes towards each of five school subjects, French, Mathematics, History, English and Geography, among 231 boys ranging in age from 11 to 15 in England. His findings reinforce the conclusion that attitudes towards learning languages are more related to achievement than are attitudes towards many other school subjects.

In their study of university students, Neidt and Hedlund (1967)³³ obtained similar findings. They assessed attitudes towards learning three different subjects (English, German and Anatomy) and concluded that there is an increasing congruence between attitude and achievement as the course progressed, even with ability controlled, but more significantly in the present context, it was the two 'language' courses in which attitudes and achievement were significantly related, the relationships being appreciably greater for the second language.

It may be noted that attitudes towards learning the second/foreign language have also been shown to relate to other factors. For example, where they have been investigated, sex differences reveal different attitudes towards learning the second/foreign language, with girls tending to demonstrate significantly more positive attitudes than boys (Burstall, 1975³⁴; Gardner and Smythe, 1975a³⁵; Jones, 1949³⁶; 1950³⁷). However, recent research has failed to support the conclusion reached by the

earlier researchers (see for example Naiman, Frolich, Stern and Todesco, 1978³⁸; Hansen, 1981³⁹). Further research is warranted to clarify this finding.

Attitudes may also be influenced by many factors in the student's upbringing. Gagnon (1974)⁴⁰ cited in Gardner (1985a)⁴¹ demonstrated that attitudes to learning English as a second language varied considerably from one geographical area to another in Canada. Students in the province of New Brunswick demonstrated significantly more positive attitudes than those in Ontario, who again were more positive than those in Quebec. There could be many reasons for these differences. Jones (1949)⁴² found that for children learning Welsh as a second language, those with Welsh-speaking parents expressed more positive attitudes towards learning Welsh than those of non-Welsh speaking parents, while Jones (1950)⁴³ found that such a difference was apparently not due simply to the effect of a bilingual home. In the latter study, Jones compared the attitudes of three groups of students, those with Welsh speaking parents, those whose parents knew a little Welsh, and those with non-Welsh speaking parents. The difference in attitudes between the first two groups was negligible; children of non-Welsh speaking parents had significantly less favourable attitudes towards learning Welsh than each of the other groups. These results suggest that it is not simply that children of Welsh parents have more positive attitudes towards Welsh; children whose parents indicated an interest in Welsh also demonstrated positive attitudes. Furthermore, research by Owen (1960)⁴⁴ cited by Jones (1966)⁴⁵ indicates that length of residence in Wales and linguistic background were important factors

in influencing the attitudes of parents towards Welsh as a second language. Thus children's attitudes are most likely to be affected by a number of cultural characteristics.

Research has also indicated that attitudes towards learning a second/foreign language became less positive with age (Gardner and Smythe, 1975a⁴⁶; Jones, 1949⁴⁷; 1950⁴⁸; Jordan, 1941⁴⁹), although the reasons for such a decrease in positive attitude are not clear. It may be that attitudes become less positive as students mature, or that education (which is correlated with age) tends to cause students to take a more objective look at the issues involved, resulting in what looks like a decrease in positive attitude. Alternatively, it may be that the experience of learning a language tends to make students more critical of the entire situation. Henrick and Kennedy (1968)⁵⁰ suggest that forcing students to learn languages rapidly creates feelings of failure; it is obvious that such dissatisfaction could generalize to attitudes towards learning the language among some students at least.

Regardless of the reasons for changes in attitude, evidence suggests that such decreases are also associated with a higher relation to achievement. Both Jones (1950)⁵¹ and Jordan (1941)⁵² found that the correlation between attitudes and indices of achievement tend to increase as students grow older and their attitudes become less positive. As indicated above, it does not seem reasonable to attribute this simply to an increase in age. The older students tend to have more knowledge of the language, and thus the assessment of their achievement probably has more to do with their knowledge of the language than is the case for younger

students. Furthermore, their increased experience with the language permits greater variation in success and failure, which may be generalized to attitudes towards learning the second/foreign language. It may be that students who enter beginners classes with great anticipation become bewildered and often develop negative attitudes towards learning the language because of the low degree of proficiency they develop over a given time. Burstall (1975)⁵³ does not report differences in the degree of association between attitudes and achievement as a function of age, but she does marshal evidence to suggest that attitudes might be somewhat dependant on prior achievement in the language.

Like many other studies (e.g. Gardner and Smythe, 1975a⁵⁴; Jones, 1950⁵⁵; Jordan, 1941⁵⁶; Randhawa and Korpan, 1973⁵⁷), Burstall (1975)⁵⁸ also finds an association between attitudes toward learning the second language and achievement in that language. Though this association is quite common, not all studies support it. Gagnon (1974)⁵⁹, for example, finds that only four out of 22 relationships were significant, which suggests that other factors may influence the degree of association. Furthermore, when relations are obtained, it is not reasonable to attribute them to factors such as intelligence or aptitude rather than to attitudes. Attitudes towards learning a second language have been shown to be independent of intelligence (Clement, Gardner and Smythe, 1977a⁶⁰; Jones, 1950⁶¹) and language aptitude (Gardner and Smythe, 1975a).⁶² These findings suggest that the attitude measures relate to achievement because of important affective components and not simply because the attitudes covary with ability.

The progress students make in their second/foreign language study can also be influenced by their attitude towards the target culture and its people. However, research concerned with the relationship of achievement in the second/foreign language to attitudes towards the target language community yields variable results. In a study among 81 students learning Hebrew as a second language, Anisfield and Lambert (1961)⁶³ found that correlations of a measure of anti-Semitism with various measures of achievement varied from .08 to -.68. Lambert et al. (1963)⁶⁴ found that Francophilia was positively related to achievement for adults registered in elementary sections of a six-week intensive summer French programme, but negatively related for those in the advanced sections. Gardner (1966)⁶⁵ also reports that in some parts of the United States attitudes towards the language-speaking community were not related to achievement.

Nevertheless such inconsistent relationships are offset by other more predictable findings. Mueller and Miller (1970)⁶⁶ and Mueller (1971)⁶⁷ found that attitudes towards French-speaking people were correlated with grades in French. Similarly, Jacobsen and Imhoof (1974)⁶⁸ also demonstrated the importance of attitudes towards the language community. In an investigation of 600 Protestant missionaries living in Japan who had at least two years of intensive language study, they found that Japanophilia was one of the three best predictors of speaking proficiency. Spolsky (1969, p. 274)⁶⁹ argues strongly that 'one of the most important attitudinal factors is the attitude of the learner to the language and to its speakers'. A somewhat different conclusion was drawn by

Oller, Hudson and Liu (1977)⁷⁰, who used measures similar to Spolsky's. They found that the highest correlation involved evaluative reactions to Americans.

Studies have also been conducted to investigate the effects of other variables such as sex on evaluative reactions towards the other language group in the context of second language learning. Gardner and Smythe (1975a)⁷¹ present some data concerning sex differences in attitudes towards French Canadians, with females tending to score significantly higher than males. One study does show, however, how language texts and even language teachers might contribute to students' impressions of other language communities. In a most interesting analysis of various teaching materials, Koch (1975)⁷² demonstrates how information presented can lead to the development and perpetuation of ethnic stereotypes.

Studies dealing with the effects of exposure to the second language on attitudes towards the other language community have produced equivocal results. In a study, Riestra and Johnson (1964)⁷³ compared 63 grade five students who had been studying Spanish as a second language for two years with 63 students who had not studied Spanish, but who were comparable in terms of sex, age, and intelligence. They found that those students who had studied Spanish had significantly more favourable attitudes towards Spanish-speaking people than those who had not studied Spanish. The groups did not differ in attitudes towards non-Spanish speaking people. Although such data could be taken as evidence that exposure to a second language and cultural information about the other groups promotes favourable attitudes towards that group, it is not clear

that the differences can be attributable to the language course experience. Gardner and Smythe (1975a)⁷⁴ also found that attitudes towards the other community became more favourable the more years students spent studying the second language, and this findings reinforces that of Riestra and Johnson (1964)⁷⁵. Gardner and Smythe (1975a)⁷⁶ also demonstrated, however, that students who drop out of second language study have a priori less favourable attitudes towards the other language community than those who continue language study. However, recent research has led to contradictory findings. For example, in a study among international students learning English as a second language in the United States, Hansen (1981)⁷⁷ demonstrated that the subjects who had been in the United States for the least amount of time displayed more positive attitudes towards Americans than those who had been there longer. Similar conclusions were reached by Grundy et al. (1989)⁷⁸ in an investigation among international students learning English as a second language in the United Kingdom. This suggests that exposure to the target language or its culture does not necessarily lead to a favourable attitudes towards the target culture or the target language community. Further research is needed to clarify this finding.

As was the case with attitudes toward learning French, the data also suggests that attitudes towards the other ethnic community tend to be independent of intelligence and language aptitude. This is demonstrated in the studies of Gardner and Lambert (1959⁷⁹; 1972⁸⁰) and Gardner and Smythe (1975a).⁸¹

Further, the problem with attitudes is that they are not directly observable but can only be inferred from the behaviour or statements of the person in question. To this effect, statements about the relationship between attitudes and proficiency have been largely based on self-reported attitude data. Oller and his associates (Oller and Perkins, 1978a⁸²; 1978b⁸³; Oller et al, 1980⁸⁴; Oller, 1981⁸⁵) have questioned the validity of such measures. They have discussed measures of affective variables which "may inflate estimates of reliability and validity of those measures substantially and produce spurious relationships with other variables - in particular language proficiency (first and second) and intelligence" (Oller and Perkins, 1978a, pp. 85-86).⁸⁶ Three like sources of unreliable data are the approval motive, where respondents to attitude questionnaires tend to give answers which they view as acceptable in the eyes of others, self-flattery, i.e., giving answers which are acceptable to one's own eyes, and the response set syndrome, this being the tendency to be consistent in views expressed in responding to the various questions. This is only a reminder that weaknesses inherent in measures of affective variables should be borne in mind.

2.2 Motivation and Second/Foreign Language Learning

Although the construct 'motivation' has no fixed technical meaning in contemporary psychology, nevertheless it is offered by both educators and psychologists as a solution to many problems of learning. Despite the different conceptions about motivation

suggested by different theorists and psychologists, there is a general agreement that

... a motive is an internal factor that arouses, directs and integrates a person's behaviour. It is not observed directly, but inferred from his behaviour or simply assumed to exist in order to explain his behaviour (Murray, 1964, p. 7).⁸⁷

There is also a general agreement that man is a rational being who has conscious needs and who uses his capabilities to fulfil those needs. A definition of motivation that incorporates both of the above mentioned general agreements among psychologists was offered by Hunter (1967)⁸⁸ who defines motivation as

a state of need or desire that activates the person to do something that will satisfy his need or desire (p. 4).

According to Gardner (1985a, p. 50)⁸⁹

motivation involves four aspects, a goal, effortful behaviour, a desire to attain the goal and favourable attitudes toward the activity in question.

Motivation in the context of second/foreign language learning may be viewed as a state of need on the part of learners that produces a strong desire which in turn activates and directs all of their capabilities to learn the second/foreign language. In other words, motivation refers to the combination of effort plus desire to achieve the goal of learning the language plus favourable attitudes towards learning the language. Motivation to learn a second/foreign

language thus refers to the extent to which individuals work or strive to learn the language because of a desire to do so and the satisfaction experienced in this activity.

In the earlier literature on the role of attitude and motivation in second/foreign language learning (for example, Gardner and Lambert, 1959⁹⁰; 1972⁹¹) attitudes and motivation have usually been lumped together into a cluster of factors which were held jointly responsible for the relative degree of success or failure in second language learning (Els et al., 1984).⁹² More recently, however, their distinctive roles have been redefined (see for example, Gardner, 1979⁹³; Oller, 1977⁹⁴). It is now argued that attitudes are directly related to motivation, which in turn is directly related to second/foreign language learning. In other words, attitudes should be viewed as motivational supports and not as factors which have a direct effect on second/foreign language learning. Thus Gardner (1979, p. 205)⁹⁵ suggests "that social attitudes are relevant to second language acquisition not because they directly influence achievement but because they serve as motivational supports". A schematic representation of the relationship of attitudes to motivation and achievement can be found in Figure 2.1. However, motivation to learn a language is not only determined by attitudes, but also by other motivational factors such as the desire to please teachers and parents, promise of a reward, experience of success, etc.

In his analysis of second language learning, Dunkel (1948)⁹⁶ made a distinction between the goal of language study and the nature of the behaviour involved in achieving that goal. He differentiated

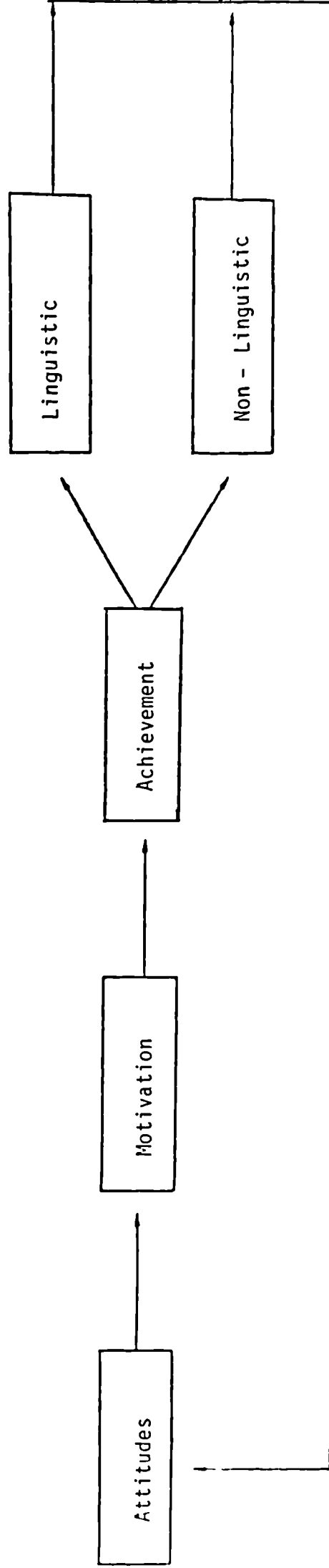


Figure 2.1 Schematic representation of the relationship of attitudes to motivation and achievement
(adopted from Gardner 1979, p.207) 97

between the type of motivation and the intensity of motivation. The type of motivation refers to the goal sought by individuals while the intensity refers to the degree of effort individuals expend in achieving that goal.

The type of motivation relates to the reasons individuals have for studying the language. Many reasons can be listed : to be able to speak with members of the target language community, to get a job, to improve one's education, to travel, to please one's parents, to satisfy a language requirement, to gain social power, etc. To reflect the kind of motivation for language learning, however, the reasons have to reflect some goal associated with language learning. To qualify as goals of second language learning, the reasons must relate to the effects of learning the language.

Once the reasons for second/foreign language study have been clarified so that they reflect some ultimate goal, it is possible to classify them. In order to maintain conceptual clarity once classified, the various categories would seem best identified as orientations. This terminology was introduced by Gardner and Lambert (1959)⁹⁸ when they focused on two types of orientations - integrative and instrumental. Subsequent studies have tended to focus on these same orientations (see, for example, Burstall et al., 1974⁹⁹; Clement, Gardner and Smythe, 1977a¹⁰⁰; Gardner and Lambert, 1972¹⁰¹; Lukmani, 1972¹⁰²; Oller, Hudson and Liu, 1977¹⁰³; Smythe et al., 1972¹⁰⁴).

Oller, Hudson and Liu (1977)¹⁰⁵ have argued that the classification of reasons for study as integrative or instrumental

is ambiguous, since whether a particular reason falls into either category could depend upon the interpretation put on it by the individual selecting it. In fact, different researchers have sometimes classified the same reasons differently. For example, Lukmani (1972)¹⁰⁶ classified the reason 'travel abroad' as instrumental, whereas Burstall et al. (1974)¹⁰⁷ classified 'travel to France' as integrative. Such ambiguity could be eliminated, however, by an empirical investigation of the relations among various reasons for learning a second/foreign language.

In their investigation, Clement and Kruidenier (1983)¹⁰⁸ have attempted to group reasons underlying different orientations. They studied the relationships among 37 reasons in eight samples of students formed by considering the factors of ethnicity (French versus English), milieu (unicultural versus multicultural) and second language (French or English versus Spanish). Four orientations were found which were common to all eight samples; these were identified as instrumental, friendship, travel and knowledge orientations. Five other orientations appeared in combination with some of the samples only. Such results are encouraging because they suggest that there are some orientations which appear to be relatively stable. Others, however, seem to be influenced by context, and further research is required to clarify these findings.

Dunkel's (1948)¹⁰⁹ concept of the intensity of motivation emphasizes the nature of the 'approaching-the-goal' behaviour. That is to say, given the same goal, two individuals may differ in their efforts to achieve this goal. This differential pulling power seems

to characterize orientations in second language study. Studies have demonstrated that subjects who select integrative rather than instrumental reasons as indicative of themselves evidence higher levels of motivational intensity (see, for example, Gardner and Lambert, 1959¹¹⁰; Gordon, 1980¹¹¹).

In the area of second language learning, motivational intensity has been assessed by determining the amount of effort individuals expend (or, in some instances, would be willing to expend) in order to learn the second language. Focusing only on intensity does not describe the concept of motivated behaviour completely, however. Two individuals may express comparable levels of motivational intensity yet differ considerably in the nature of the affect associated with their behaviour. Although they both might do the same amount of homework, for example, one might report more positive perceptions about learning the language and find the total experience more pleasant than the other. That is to say, one may have a stronger desire to learn the target language and may have more favourable attitudes towards learning it. These two emotional aspects of motivated behaviour must be included in a complete representation of motivation. It seems highly likely that individual differences in desire to learn the target language would correlate with differences in attitudes towards learning it and with motivational intensity, and they in fact do (see, for example, Gardner and Smythe, 1975a¹¹²; Clement, Gardner and Smythe, 1977a¹¹³; 1980¹¹⁴), but it is conceivable that instances could occur where they are not in agreement. For example, motivational intensity might be high among a class of students because of impending examinations or a severe teacher, but there may not be

correspondingly high levels of desire to learn, or attitudes towards learning the language. Therefore, it is important that in order to describe the phenomenon of motivation adequately, four components are required : goal, effort, want and attitudes towards the activity.

Figure 2.2 presents a schematic representation of the motivational construct postulated here as it relates to second language learning. The four elements (attitudes towards learning the language, desire, motivational intensity, and goal) are illustrated. Although motivational intensity can be influenced by both the want and the attitude components, it is possible that other situational variables (e.g. a severe teacher) or personality ones (i.e., need achievement, compulsiveness) could also influence the assessment if not the actual level of this component. As already stated, goal refers to the ultimate objective of language study. That is to say, the goal is not viewed as the goal of learning the target language, but the reasons for learning it. In Figure 2.2 it is shown to be assessed in terms of completion of the statement "Learning English is important to me because" Once reasons are classified in some way, the categories of reasons are referred to as 'orientations'.

The difference between orientation and motivation needs a point of clarification. Orientation refers to a class of reasons for learning a second/foreign language. Motivation refers to a complex of three characteristics which may or may not be related to any particular orientation. These characteristics are : attitudes towards learning the language, desire to learn the language, and

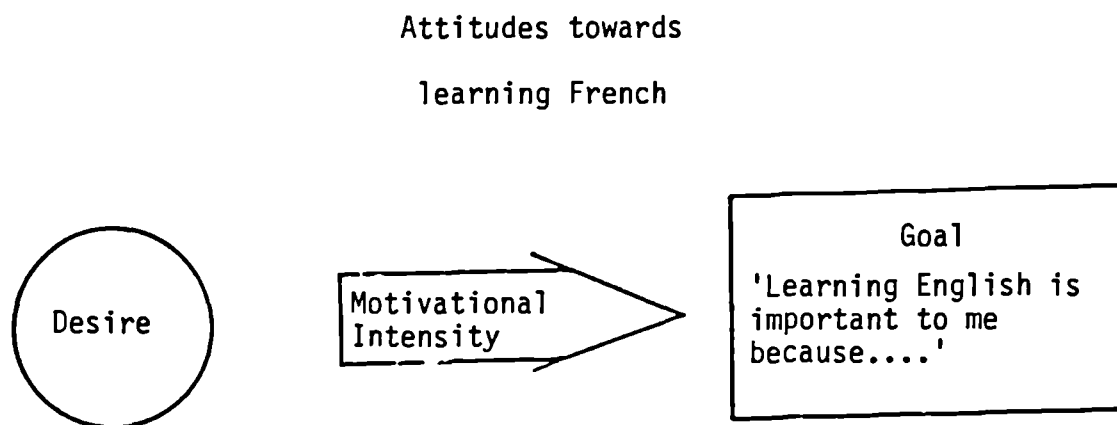


Figure 2.2 Schematic representation of the concept of motivation
as it relates to second language learning.

(Adopted from Gardner, 1985a, p. 54)¹¹⁵

motivational intensity. The distinction can be clarified by considering the difference between an integrative orientation and an integrative motive. An integrative orientation refers to that class of reasons which suggests that the individual is learning a second/foreign language in order to learn about, interact with, or become closer to the target language community. The concept of the integrative motive includes not only the orientation but also the motivation (i.e. attitudes towards learning the language plus desire plus motivational intensity) and a number of other attitude variables involving the other language community, out-groups in general, and the language learning context. Whereas an integrative orientation simply reflects a goal to learn a second/foreign language because of a favourable interest in the other language community, an integrative motivation implies an integrative orientation linked with effort expended to achieve this goal, a desire to learn the language, and favourable reactions to the language and the language community. Integratively oriented individuals may tend to be more highly motivated than individuals with other orientations, but this association is not guaranteed a priori. It seems quite likely that some individuals may reflect an integrative orientation but not be strongly motivated to learn the second/foreign language, or vice versa. As a consequence, the distinction between orientation and motivation is one that should be kept clear.

Although some studies have shown that integratively oriented individuals are more highly motivated than instrumentally oriented ones (e.g. Gardner and Lambert, 1959),¹¹⁶ this is not always the case. The effects of integrative motivation appear to be weaker in

situations where opportunities to get intake outside the classroom are rare. Chihara and Oller (1978)¹¹⁷ studied the learning of English in Japan and found a weak relationship between attitude and proficiency. There are also studies which show that instrumentally oriented individuals demonstrate high levels of motivation. Lukmani (1972)¹¹⁸, for example, indicated that subjects perceived instrumental reasons as more characteristic of themselves and that an instrumental orientation correlated more highly with English proficiency than an integrative orientation did. In their Philippines study Gardner and Lambert (1972)¹¹⁹ and Gardner and Santos (1970)¹²⁰ reached a similar conclusion.

The degree and nature of the learner's motivation are vital factors in any component for a second/foreign language programme and may influence the teaching strategies involved significantly. These factors may vary in various parts of the globe. However, in order to have a better understanding of the role of motivation and attitude in second/foreign language learning, the totality of motivation and its relation to other characteristics of the individual must be recognized. Gardner et al (1978)¹²¹ demonstrates that whereas some attitude or motivation measures tended to be more highly related to some particular aspect of second language acquisition, other attitude or motivation measures tended to be more highly related to other aspects. Consequently they suggest that in order to understand the role played by attitudes and motivation, it is necessary to conceptualize them as a complex organization of attitudes and motivation. They further point out that attitudes and motivation are important because they determine the extent to which

individuals will actively involve themselves in learning the language. This, in turn, suggests that the prime determining factor is motivation.

2.3 Parental Influence on Children's Attitude Development and Second/Foreign Language Learning

According to Gardner (1985a)¹²² the basic assumption underlying the importance of the parents' role is that attitude and motivation are involved in second/foreign language learning, and that to the extent that parents play an important role in attitude development, they will also be influential in their child's attempt to learn a second/foreign language. The experience that children have in the home with their parents regarding the target language is considered critical in shaping the positive attitude necessary for the successful learning of the language.

In his socio-educational model of second language acquisition, Gardner (1979)¹²³ proposes that the socio-cultural milieu is important not only for the development of attitudinal/motivational characteristics but also for the role played by attitudes, motivation and language aptitude in second language learning. The model further proposes that the socio-cultural milieu can play a potential role in influencing the actual level of second language proficiency attained by learners in general, because of the expectations imposed on them. This places a great emphasis on the role of parents in second language learning since they act as the major intermediaries between the cultural milieu and the learner.

Gardner (1968a)¹²⁴ distinguishes between two potential roles of the parent, which he identifies as active and passive roles. He suggests that parents taking the active role will actively and consciously encourage their children to do well in language study, will monitor their language learning performance and also reinforce any successes identified by the school. Parents may also play an active, albeit negative, role when they agree with the child that learning a second language is a waste of time, or when they object to the intrusion of the second language on 'important' subjects in the curriculum. It seems, therefore, reasonable to hypothesize that individual differences in parents in the extent to which they make active (positive or negative) contributions to the language learning context will influence their children's acquisition of a second/foreign language.

Gardner considers the passive role to be more subtle than the active role mainly because the parents may not be aware of it. In some cases it is even conceivable that the two roles might be independent. In considering the passive role as subtle, he seeks to describe the attitudes of the parents towards the target language community. These attitudes are considered important because they influence the children's attitudes and the children's attitudes towards the other language community are influential in motivating them to acquire the target language. To contrast the two roles (active and passive) Gardner suggests that a parent may actively encourage a child to learn a second/foreign language by way of stressing the importance of doing well in that course, monitoring the child's language performance and so forth. This is the active role. This same parent might hold positive or negative attitudes

towards the other language community (the passive role). Gardner argues that to the extent that parents have positive attitudes towards the other language community, they may serve to support an integrative motive in their children. Parents with negative attitudes, on the other hand, may inhibit the development of such positive attitudes, even in situations where they may actively promote second/foreign language achievement. He also explains that it is conceivable that such parents can encourage their children to do well in their second/foreign language training, monitor their progress and generally reinforce their successes. At the same time, they may, in other contexts, express unfavourable attitudes towards the target language group, thus developing similar attitudes in their children.

While discussing the role of attitudes and motivation in second/foreign language learning in the preceding sections we have observed that the existing research demonstrates a positive association between attitudinal and motivational attributes and second/foreign language proficiency. This leads to the expectations that parents' attitudinal characteristics may influence their child's second language proficiency even in those situations where parents do not appear to actively support the programme. Of course, if parental attitudes carry over to their active role, their influence is no longer subtle. The important thing stressed here, however, is that parental attitudes could be influential in the language learning context even when parents do not play a supportive role. Such a conclusion suggests that both roles should be considered.

There is considerable research which indicates that children's attitudes are not only influenced by, but also depend upon those of their parents (e.g. Harding, Proshansky, Hunter and Chein, 1969¹²⁵; Lambert and Klineberg, 1967¹²⁶; Larson and Smalley, 1972¹²⁷, Oskamp, 1977¹²⁸). In a cross-cultural study of children's views of foreign peoples, Lambert and Klineberg (1967)¹²⁹ demonstrated in a number of different countries that the child's parents play a major role in the development of attitudes about other ethnic groups. Harding et al (1969)¹³⁰ also consider parents to be the major socialization agents but point out that many times children's and parents' attitudes diverge. They conclude

Not only is there a subtle interplay between general cultural as well as family influences impinging on the child, but particular children for a variety of reasons may develop specific attitudes contrary to the prevailing sentiments surrounding them (p. 28).

In his discussion of research dealing primarily with ethnic and political attitudes, Oskamp (1977)¹³¹ concludes that parents are the major determiners of children's attitudes, at least initially. As they grow older, however, factors such as direct experience and the mass media have their influences as do direct indoctrination in school, peer group pressures, reference group values, and simply general expectations or beliefs in the cultural community.

Larson and Smalley (1972)¹³² believe that while parental influence is more direct in the case of children, psychological reactions to attitudes formed in the home as a child may persist into adulthood. This would apply not only to attitudes towards a particular language group, but also to other parental attitudes

which may later influence language learning. These might include attitudes towards speakers of other languages in general, towards both specific languages and language in general, and towards learning itself.

Thus we see that although there are many factors that can influence attitude development, there is a general agreement that the parent plays a major role. However, this role is complex as observed by Milner (1981)¹³³ who suggests that ethnic attitudes develop in children as a consequence of three overlapping processes. First, some attitudinal development occurs in children as a result of direct tuition from their parents. He states, 'Parents undoubtedly do make explicit statements about their beliefs and attitudes on a variety of social issues, and there is usually an implicit encouragement for the child to feel likewise' (p. 124). Second, attitudes develop through indirect tuition, 'where attitudes are not consciously taught, but are implied in what the parents say or do' (p. 126). In the process of identifying with parents, children incorporate much of their value system. Milner proposed that "Identification promotes the desire to emulate the parents, to appear grown-up by spouting adult ideas, and simply to gain approval by being like them" (p. 125). The final process is role-learning. As they grow and mature, children learn 'to behave, feel and see the world in a manner similar to other persons occupying the same position' (Secord and Backman, 1964¹³⁴, quoted by Milner, 1981, p. 125¹³⁵).

It is easy to see the application of particularly the first two of these processes in the development of attitudes pertinent to

second/foreign language learning. The first corresponds to Gardner's (1968a)¹³⁶ notion of the active parental role, the second to the passive. Where they both reflect the same attitudes (either positive or negative), it is reasonable to assume, with all the caveats mentioned earlier, that the children would develop similar attitudes. Where one role, for example the active role, presents positive attitudes and the other (the passive role) transmits negative attitudes, the child's attitude would, again with the caveats already discussed, reflect some resolution of the conflicting information. The nature of this resolution would depend upon many factors and is not easily predicted. What is clear, however, is that parents do have an influence on children's attitudes and motivation and, to the extent that these are related to second/foreign language learning, the parents thus play a role in the development of proficiency in the second/foreign language, of which they may or may not be aware.

Although there is a general consensus that the parents play a major role, only a few research projects have directed attention to the parents' role in second language learning and it has been generally of secondary interest in some wider ranging study. In his study among Montreal Anglophone Students, for example, Gardner (1960)¹³⁷ also interviewed the parents of the students he studied and found that the orientations of parents and children tended to agree. Children who were integratively oriented generally had parents who expressed an integrative orientation, while instrumentally oriented children had parents who tended to express an instrumental orientation. These relationships between the parents' and students' attitudes suggested that the students'

orientations grew out of a family-wide orientation. Consequently, the degree of skill which the student attained in a second language was, to some extent, dependent upon the attitudinal atmosphere in the home.

The relation between parents' and children's attitudes was investigated more directly by Feenstra (1967)¹³⁸ who, in addition to assessing students' language aptitude and proficiency in French, also administered comparable attitudinal/motivational measures to grade eight students and their parents. The findings showed a clear relationship between Montreal English Speakers' attitudes to the French-Canadian community and their children's attitudes and their subsequent achievements in learning French. The researcher also found that parents who emphasized the integrative orientation and who held positive attitudes toward French Canadians encouraged their children who were skilled in some aspects of French language achievement. It was also found that parents who were favourably oriented towards out-groups in general appeared to transmit this orientation to their children, and that this attitudinal disposition was also related to French language achievement.

In their comprehensive investigation in the states of Maine, Louisiana and Connecticut, Gardner and Lambert (1972)¹³⁹ uncovered different orientations toward the task of learning a second language. One of the results of the Louisiana study showed that student motivation to do well stemmed from a home atmosphere where parents encouraged, and in turn were encouraged, by their children's progress in learning the language.

In their Philippine study, Gardner and Lambert also found that students who studied English with an instrumental outlook and who received parental support in this regard were clearly more successful in developing proficiency in the language. The results suggested that parents who saw the instrumental value of knowing English, developed skills in the language themselves and made sure that their children did the same. Parents apparently spoke the language with the children and provided opportunities for the development of English reading skills, thereby favourably influencing their children's progress in learning the language.

Parental attitude was also found to play an important part in the learning of Welsh by English-speaking children in primary schools in Wales (Stern, 1967).¹⁴⁰ Parents who wanted their children to receive a bilingual education, placed them in Welsh-medium schools and the children achieved good results in the second language. By contrast, the situation where parents who did not wish their children to learn Welsh but who had to send them to Welsh-medium schools because English-medium schools were not available often resulted in the children developing an emotional attitude that prevented them from learning the Welsh language.

Despite these significant relations between parents' attitudes and perceptions and children's attitudes in the context of second language learning demonstrated by earlier research (e.g. Gardner, 1960¹⁴¹; Feenstra, 1967¹⁴²), in a recent study among Anglophone students attending a French Immersion Programme in Ottawa, Colletta (1982)¹⁴³ failed to obtain any relation between children's and parents' attitudes. One might perhaps predict that parental

influence in the 1980's would be different from that in the 1960's. However, further research is needed to examine the role of parental influence on second/foreign language learning.

2.4 Teachers' Role in Their Students' Attitude Development and Second/Foreign Language Learning

People acquire their first language at home and in the community without the benefit of any formal instruction. There is considerably more variation in the manner and setting in which they learn a second/foreign language. They may acquire this second/foreign language in the same way as the first language or they may learn a second/foreign language formally in a class. Acquiring a language is largely an unconscious process, whereas learning a language usually involves formal study and the application of the rules (Krashen, 1981).¹⁴⁴ Learners are influenced by the people with whom they have contact while they are learning and by the setting in which the language is learned. These situational variables influence their attitudes towards the language and the extent to which they become proficient in it. This substantiates the importance of teacher attitudes as a significant variable in the learning situation.

The literature abounds with studies emphasizing the all-important role of the teacher. Dry (1977)¹⁴⁵ suggests that the most important immediate influence on the learners' own motivation is the teacher. The learners' motivation and consequent behaviour is a product of the influence not only of their own internal and external environment in relation to the target language, but also of

the environment in which the target language is studied. The teacher is the most obvious element in this environment, and the teacher's motivation and consequent behaviour is similarly the product not only of the environment in which the teaching is carried on, but also of his or her own internal and external environment. Emphasizing the role of teachers in motivating students, Girard (1977)¹⁴⁶ suggests that motivation is such a basic factor in second/foreign language learning that any teacher cannot avoid being concerned with his/her pupils motivation. He further suggests that a language teacher must be convinced that motivating pupils is, at all stages, his/her chief responsibility.

Mueller and Miller (1970)¹⁴⁷ describe what the role of the foreign language teacher must be, if he/she is to be effective in helping students learn:

Our findings place a greater role and more important responsibilities on the instructor. He now becomes a teacher of values, often called intangibles, rather than the task master who through much repetition strengthens new language habits. He assumes the duty to change old attitudes and stereotypes to motivate the student, and in this manner he influences student learning. He only can transmit the desire to learn; he only can show the learner where he is and where he is going. It is not "teaching" in the sense of presenting the knowledge which the student must absorb like a sponge, it is learning which is the all important thing, and only the student who wants to master the new language will gain anything of lasting value.

Who remembers a teacher for his performance as a drill master or for his perfect French accent? Those we do remember are the ones who made learning exciting and pleasant, and who changed our attitudes by effectively demonstrating values contained in what was to be learned. This age-old lesson of humanistic teaching must now become a major objective for foreign language teaching (p. 320).

Since attitude has a significant influence on achievement in language learning, and since the teacher can be influential in the development of or in modifying attitude, this puts the teacher in a prime position to help the students achieve success. If the teacher monitors the students' attitudes and assumes the role described above, he/she can create the conditions that are most conducive to success in language acquisition.

The importance of the teacher's influence in attitude development, and the effect that this can have on the student's achievement must not be underestimated or ignored. The ability to exercise this influence is coupled with the responsibility to do so. This responsibility must be accepted if the teacher is to be a true facilitator of language learning.

Despite the general consensus that teachers play an important role in attitude development and subsequent second language learning, no research appears to have investigated the possible relationship between the students' and teachers' language attitudes. In a study among Mexican Americans, however, Walschak (1984)¹⁴⁸ analyzed the relationship between student and teacher attitudes towards Spanish and English as languages of instruction. The researcher found a modest positive correlation between students' and teachers' attitudes. Further research is warranted to substantiate this finding. Gardner (1985a)¹⁴⁹ also suggests that "clearly teachers play an important motivational role, as do pedagogical techniques, experimental factors, peer groups etc., and these influences deserve to be investigated" (p. 109).

2.5 Conclusion

In this chapter, we have discussed the role of attitudes and motivation in second/foreign language learning. We have also discussed the potential role of the parents and teachers in attitude development and second/foreign language learning. Existing research has shown that attitudes to the learning of a second/foreign language and attitudes towards the target language community are usually significantly related to the degree of proficiency attained by the learners and appear to be relatively independent of intelligence or language aptitude. However, attitudes towards learning a language tend to be more consistent and better predictors than attitudes towards language communities are. In the context of second/foreign language learning, the attitude towards the practical acquisition of the language is, along with goal-oriented behaviour, one of the main components necessary to describe the motivated individual.

The research that focuses on the potential role of parents' and teachers' in second/foreign language learning, supports the notion that attitudes and motivation are involved in second/foreign language learning, and since both parents and teachers play a substantial role in attitude development they can be shown to be influential in the second/foreign language learning process. However, while only limited research dealing with attitudes and motivation in second/foreign language has investigated the possible association between parents' and children's language attitudes, virtually no research seems to have examined the relationship between students' and teachers' language attitudes. Research

dealing with the relationship between parents' and children's language attitudes have also resulted in contradictory findings. For example, while earlier research (e.g. Feenstra, 1967¹⁵⁰; Gardner, 1960¹⁵¹) have yielded a significant relationship between children's and parents' attitudes, a recent study (Colletta, 1982)¹⁵² failed to demonstrate any association between parents' and children's attitudes. Further research is needed to clarify this finding. Research should also be conducted to analyze the relationship between teachers' and students' language attitudes.

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Chapter Three

Review of the Related Research

As early as the 1940s it was recognized that the factors of aptitude and general intelligence alone could not account for the large degree of variation in levels of achievement in second/foreign language learning. Studies soon began to place considerable importance on the attitudes and motivation of the learner. This chapter, which presents a review of the previous research conducted in different parts of the globe is divided into six sections. The first section reviews research conducted in the United Kingdom into attitudes and motivation in second/foreign language learning, the second section reviews the studies conducted in Canada, the third studies carried out in the United States, while the fourth presents a review of the studies done in Asia and the fifth concentrates on studies conducted in other parts of the world. Finally, the sixth section gives a summary of all the studies reported.

3.1 Studies in the United Kingdom

Research into the affective aspect of second/foreign language learning began as early as 1941, when Jordan¹ studied the attitudes of 231 boys towards five school subjects including French in a North London school. Attitudes towards learning French were found to correspond in general to levels of achievement. Furthermore, it was also seen that attitudes were more favourable during the first year of study and then declined steadily. Attitudes also varied with the general standard of academic attainment, the brightest children,

being more positive towards language learning than their less intelligent counterparts. Achievement was also found to be related to the utilitarian motives of the learners.

Two later studies by Jones were concerned with attitudes towards learning Welsh as a second language. In his first study, Jones (1949)² devised an attitude scale for measuring the attitudes of children towards learning Welsh. The subjects were 129 boys and girls, ranging in ages from eleven to thirteen plus, from six different forms of a secondary modern school in the Rhonda Valley. The results of the study were consistent with those of Jordan (1941)³. Jones found that there were significant positive relationship between attitude and achievement, with enthusiasm for the second language waning after the first year. *Girls showed more favourable and less variable attitudes than boys did.* Furthermore, those students from Welsh-speaking backgrounds showed more favourable attitudes towards Welsh than those from non-Welsh speaking homes. Most of the pupils emphasized the utilitarian value of learning Welsh.

Jones (1950)⁴ conducted a further study on the same lines, but this time in a suburban rather than an industrial area. 211 boys and girls from eight different forms of secondary modern school in a suburban area on the outskirts of Cardiff were tested, with results very similar to those of the previous study. Jones found that attitudes to Welsh became less favourable with increasing age, this being due no doubt to the novelty factor at the early stages of learning. Something that is totally new, exotic even, presents few initial difficulties, yet as time passes, curiosity and novelty wear

thin. The decline in achievement witnessed in the later years was most probably a direct result of the gradual erosion of enthusiasm and novelty. This later study revealed that the differences in attitude and achievement in the first three years were negligible, whereas in the fourth year the deterioration in attitude had assumed statistically significant proportions. The modest but positive correlation between attitude and attainment witnessed in the first two years became significant in the fourth year. The sex difference was marked, with girls showing more favourable attitudes. Monoglot English-speakers with a slight knowledge or experience of Welsh outside school showed more favourable and less variable attitudes than monoglot English-speaking pupils whose acquaintance with Welsh was confined to the classroom. The four main reasons for learning Welsh were, in order of preference, 'interest', 'utilitarian', 'racial' and 'proficiency'. This order varied slightly from year to year; 'interest' was the dominant factor during the first three years, giving way to 'utilitarian' in the fourth.

Burstall (1975)⁵ conducted an intensive longitudinal study of primary school students learning French as a second language in England. She confirmed that certain attitudes of second language students were closely associated with their achievement in the language. For instance, she concluded that the students' attitudes towards learning French were positively and significantly related to their achievement in French. However, she did not find any evidence to support Gardner and Lambert's (1972)⁶ view that:

The major causative variable influencing foreign language acquisition is the attitude of the learner towards the foreign culture (Burstall, 1975, p. 399).⁷

She continues,

The findings suggest, to the contrary, that achievement variables have a more powerfully determining effect on later behaviour than attitudinal variables. During both the primary and the secondary stages of the experiment, the calculation of partial correlations indicated strongly that early achievement in French affected later attitudes towards learning French and later achievement in French to a significantly greater extent than early attitudes towards learning French affected the subsequent development of either attitudes or achievement. This would suggest that the acquisition of foreign-language skills and the development of attitudes towards foreign language learning during later years may be powerfully influenced by the learner's initial and formative experience of success or failure in the language learning situation (Ibid, p. 399).⁸

She further found that the attitudes of the girls towards learning French were consistently more favourable than those of the boys. The girls also scored significantly higher than the boys on all tests measuring achievement in French.

In another study, Hoadley-Maidment (1977)⁹ attempted an experiment using the Gardner and Lambert (1972)¹⁰ approach. The subject sample consisted of a multi-national group of young adults studying English in an intensive language programme at a private language school in London. Their level was determined as late intermediate. A scale type of questionnaire was used which would allow a subject to be classified as either integratively or instrumentally motivated. An adjective checklist was also used. The results showed extreme conformity, and the researcher concluded that this reflected methodological problems. She felt that the

motivational scale was not suitable for the subjects in this particular study, and that the adjective checklist was not sophisticated enough for the subjects. She also stated that the administrative structure of the school created difficulties and made control of the variables impossible. However, she did feel that there was a need for this kind of study to continue.

Jones (1980)¹¹ reported the results of two experiments concerning the possible relationship between proficiency in English and attitude towards native English-speaking social-groups. The pilot experiment was conducted in April, 1974 among a group of 19 Norwegian engineering students studying at Sunderland Polytechnic and another group of 25 Norwegian English language teachers studying at the Institute of Education of the University of Newcastle upon Tyne. The results of the pilot study suggested that only a small group of Norwegian engineering students showed slight signs of "integrative motivation" towards the English people correlating with proficiency, whereas Norwegian teachers' of English showed the opposite trend: proficiency correlated with a tendency to identify with other Norwegians.

In the longitudinal experiment, a second group of 30 Norwegian teachers of English was tested in the same way, both at the beginning in September 1974 and at the end in May 1975, to see whether their attitudes had changed with time. There was no indication of any change in attitude, but there was some indication of proficiency correlating with identification with fellow-Norwegians. The results of both experiments directly

contradict those of Spolsky (1969)¹², on whose work the experimental designed was based. This may be because of the difference between the social groups being studied.

In a survey carried out in June, 1985 on behalf of the Department of Education and Science to assess the performance of pupils aged 13 in French as the first foreign language in England, Wales and Northern Ireland, Dickson et al (1987)¹³ observed a strong relationship between the pupils' attitudes towards learning French and their performance in that language. Pupils who had positive attitudes towards French tended to perform better than those with negative attitudes.

In a recent study with 59 international post-graduate students enrolled on a pre-sessional course in English for Academic Purposes at the University of Southampton, Wright (1989)¹⁴ investigated social and affective factors influencing language learning. The results showed a positive association between attitudes towards the course and perceived or actual progress in the subject. The research, however, failed to suggest whether attitudes to the target-language community had any effect on target-language success.

In a further study among international students attending English for Academic Purposes classes at the University of Southampton, Blue (1989)¹⁵ also identified students' positive attitudes as one of the important factors influencing language learning success. However, it was not clear from the study what the researcher meant by positive attitudes since his attitude scales did not refer explicitly to any particular object.

In this section we have reviewed the studies conducted in the United Kingdom, one of which was conducted with primary school children (Burstall, 1975)¹⁶ and four among teenagers learning a second/foreign language (Jones, 1949¹⁷; 1950¹⁸; Jordan, 1941¹⁹; Dickson et al, 1987²⁰). In three of the studies (Jordan, 1941²¹; Burstall, 1975²²; Dickson et al, 1987²³) the target language was French and the students had no exposure to the target language outside the classroom, while in the other two studies (Jones, 1949²⁴; 1950²⁵) some of the students had at least some kind of exposure to the target language. Four other studies (Hoadley-Maidment, 1977²⁶; Jones, 1980²⁷; Wright, 1989²⁸; Blue, 1989²⁹) were concerned with adults who were learning English as a second language and who had been considerably exposed to the target language and its culture. Although the studies differed with respect to the nature and number of variables they investigated, all of them demonstrated a positive relationship between attitudes towards learning the second/foreign language and achievement in it. The studies further revealed that achievement was related to the utilitarian motives of the subjects. One study (Burstall, 1975)³⁰, however, revealed that the acquisition of foreign/second language skills and the development of attitudes towards second/foreign language learning during later years might be powerfully influenced by the learners' initial and formative experience of success or failure in the language-learning situation. In the studies which intended to show sex differentiation in second/foreign language learning (e.g. Jones, 1949³¹; 1950³²; Burstall, 1975³³) girls were seen to exhibit more favourable attitudes towards learning the second/foreign language than boys. None of the studies seemed to have taken into consideration the attitudes of the parents and

teachers towards learning the second/foreign language and their impact on students' attitudes and motivation. Nor did any of the studies consider academic major as an important variable in second/foreign language learning.

3.2 Canadian Studies

The Canadian research on second language learning involves the two official languages, French and English. Research concerned with the learning of a second language appears mainly to have emphasized three topics: individual differences; language acquisition/learning; and effects of second language acquisition/learning on individual characteristics. The study concerned with individual difference correlates of second language acquisition/learning has considered at least two different types of criteria. By far the most frequently investigated are measures of proficiency in the second language, such as language course grades, performance on objective tests, etc. Another type of criterion stresses manifestation of interest in the other language and/or language community. This is often referred to as a non-linguistic outcome of second language programmes, and includes such behavioural manifestations as continuing or dropping out of language study (perseverance), participating in opportunities to visit the other language community, or active participation in the language classroom.

The individual difference variables investigated most frequently are age, sex, cognitive abilities, attitudes, motivation, and personality. In terms of research activity in Canada, however, attitudes and motivation appear to have received the greatest attention.

Attitudes and motivation have been studied in terms of their relation to various aspects of second language acquisition/learning, such as achievement in the language, classroom behaviour, and perseverance in language study. Research has been conducted with students from varied learning experiences. For example, with students attending regular language programmes, immersion programmes, etc.

The research has been guided largely by a social psychological theory of second language acquisition formulated by Lambert (1963b)³⁴. He argued that from a social psychological perspective, it is meaningful to assume that

if the learner is appropriately oriented, he may find that by learning another social group's language he has made the crucial step in becoming an acculturated part of a second linguistic-cultural community (p. 114).

This proposition has many far-reaching implications. It implies, for example, that the individual's general ethnocentric tendencies and attitudes toward the other community will influence his/her relative degree of success in learning the other language. Considerable emphasis is also placed on the individual's orientation towards learning the language, which could be viewed as either instrumental (where the language is learned for utilitarian reasons such as "to get a good job") or integrative (where the language learning is prompted by a desire to move closer psychologically to the other community). Because of the social psychological

implications, integratively oriented students would be expected to be more successful in learning the language than those instrumentally oriented.

Although Lambert's definition was not really detailed and lacks precision, it has served as the basis for considerable research (see, for example, Feenstra, 1967³⁵; Gardner, 1966³⁶; Gardner and Lambert, 1972³⁷; Gardner, Smythe, Clement and Glikzman, 1976³⁸; Smythe, Stennett and Feenstra, 1972³⁹). Gardner (1979)⁴⁰ further elaborated this theory and proposed a socio-educational model of second language acquisition. A schematic representation of the model is given in Figure 3.1. The model is essentially social psychological : major attention is focused on the social milieu and on individual difference variables as they relate to second-language contexts and outcomes.

The model sheds light on four major elements: the social milieu in which language learning takes place, individual difference variables, language acquisition contexts, and outcomes. It proposes that the second language learning process must be considered within the social milieu in which the individual and the second language learning programme exists and hypothesizes that that cultural beliefs within this milieu gives rise to many expectations in the minds of teachers, parents and students concerning the entire second language acquisition task. A student resident in a community where bilingualism is an expected part of his/her cultural heritage will have and will encounter cultural beliefs which are of a different order from those of a student resident in a community where unilingualism is the norm. Similarly, if a student resides in a

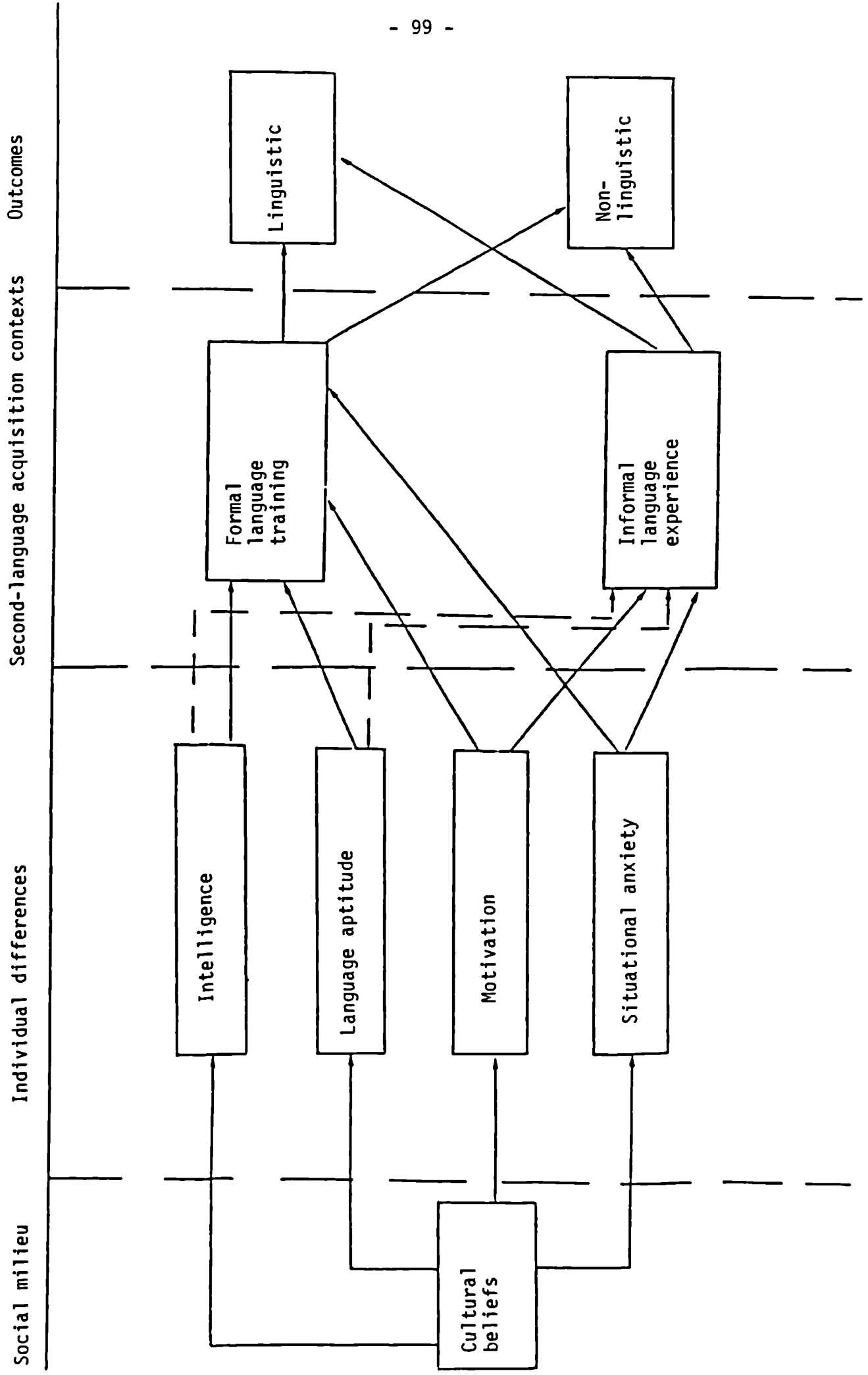


Figure 3.1 Gardner's Socio-educational model of Second Language Acquisition (1979)⁴¹

community where speakers of the other language are not valued, or where debate exists concerning the value of that language or the reasons for teaching it, the beliefs he/she takes with him/her into the language learning situation will differ from those he/she would hold if he/she were resident of an area where opposing cultural beliefs exist.

Gardner proposes that characteristics present within the social milieu can influence the role played by the individual difference variables in the second language acquisition process. He argues that the cultural milieu can influence the process in at least two ways. First, factors in the cultural milieu to a large extent help to shape an individual's attitudes. Second, within a community there exist characteristics which can promote or interfere with an individual's acquisition of a second language, such as the linguistic nature of the community, the political climate of the community vis-a-vis bilingualism, social class, and the language acquisition context (Gardner, 1977)⁴². Thus, for example, if the prevailing attitudes of a community towards learning a second language were favourable, then these could enhance the role of the students' attitudinal/motivational complex in second language acquisition. On the other hand, while the student may have favourable attitudes towards second language study, it has been found (Gardner et al, 1976)⁴³ that the attitudes of the larger community around the student may reflect inconsistencies that might serve to attenuate the influence of the students' attitudes.

In the schematic model, direct lines are shown linking the cultural beliefs to four individual difference variables. This

representation is used to indicate that these beliefs can influence the extent to which the various individual difference variables mediate achievement in a second language. It is not intended to suggest that cultural beliefs influence the development of such variables, though undoubtedly an individual's experience with his social environment might have some effect. Indeed, it is being argued precisely that an individual's motivation to learn a second language is highly influenced by such factors.

The second category of the model refers to individual differences - that is, characteristics of the student which influence his/her approach to the second language acquisition/learning process. In figure 3.1, four major individual difference variables are listed : intelligence, language aptitude, motivation, and situational anxiety. Intelligence refers to an individual's general ability to learn. Language aptitude, on the other hand, refers specifically to an individual's ability to learn languages and is typically assessed in terms of students' verbal abilities. Motivation refers to characteristics such as a student's desire to learn the second language and the effort he/she expends towards the achievement of that goal. Although not specified in this schematic representation as presented in Figure 3.1, it should be noted that this variable is an attitudinal/motivational complex (see Gardner and Lambert, 1959⁴⁴, 1972⁴⁵; Gardner and Smythe, 1975a⁴⁶), with attitudes seen as providing support for motivation in second language study (Gardner, 1979⁴⁷). Though not included in the model, Gardner (1979)⁴⁸ made a schematic representation of the relationship of attitudes to motivation and achievement in a separate figure which was presented in Figure 2.1 in the preceding chapter. Gardner

suggests that social attitudes are relevant to second language acquisition not because they directly influence achievement but because they serve as motivational supports. The last individual difference variable included in this model, situational anxiety, refers to the amount of anxiety felt by the language student in specific situations involving the use of the second language.

The third aspect of the model refers to second language acquisition contexts. In this respect, Gardner differentiates between formal language training and informal language experience. Formal language training refers to that instruction which takes place in the classroom or any other teacher/student context. Informal language experience, on the other hand, refers to those situations which permit the student to acquire competence in second language skills without direct instruction.

In Figure 3.1, solid arrows connecting the four individual difference variables, intelligence, language aptitude, motivation, and situational anxiety to the formal language training context suggest that all four variables would appear to influence the formal language situation. It seems reasonable to expect that differences in intelligence would reflect themselves in differences in school taught second language skills simply because more intelligent students would profit more from instruction since they could more easily understand the tasks. Language aptitude refers to those abilities which are necessary to acquire specific second language skills (such as vocabulary, grammar, pronunciation, etc.) and therefore, it seems reasonable that it too would play a direct role in a situation where such skills are specifically taught.

Motivation would be expected to play a direct role in the formal language training situation because it would serve to keep the student in the programme, influence perceptions of the training situation, and serve as the basis for many reinforcements which might be obtained in the classroom. Situational anxiety, specifically the second language classroom anxiety, would be expected to influence achievement in the formal situation because the arousal of such anxiety would result in negative reinforcements and a tendency to withdraw from the situation. In brief, the four individual variables, intelligence, language aptitude, motivation, and situational anxiety would seem particularly important in the formal language training situation, but for different reasons.

In Figure 3.1, broken lines relating intelligence and language aptitude to the informal language experience suggest that the influence of both intelligence and language aptitude would be less direct in informal situations than either motivation or anxiety, since the former variables would be influential only if the individual became exposed to these contexts. Motivation and situational anxiety are shown to have direct links with informal language experience as they would be more influential simply because they would determine whether or not students became involved in such situations.

As pointed out in the model, second language achievement comprises of linguistic and non-linguistic outcomes. Linguistic outcomes refer to second language knowledge (of such structural aspects of the language as vocabulary, grammar, etc.) and specific second language skills (i.e., reading, writing, understanding and

speaking). Non-linguistic outcomes, on the other hand, refer to aspects related more to the second language culture, such as acquiring increased knowledge about, and more favourable attitudes towards the second language culture and its people, interest in further language study, etc.

The achievement of these outcomes can occur either through formal language training or through informal language experience. While formal language training stresses the acquisition of language knowledge and skills, information concerning cultural aspects of the second language community are also transmitted, thereby simultaneously influencing non-linguistic outcomes. Informal language experience, that is, interaction with members of the second language community, also leads to the achievement of both types of outcomes as the student not only learns about the second language culture, but has the opportunity to use and increase second language skills.

The model brings into clear focus a well-organized formulation of the social factors involved in second language achievement and highlights those factors which must be considered both in planning a second language programme and in conducting research to evaluate the success of the programme, or in understanding individual differences in achievement.

As mentioned earlier the Canadian research into attitudes and motivation has centered on regular language programmes, immersion programmes, intensive language programmes and bicultural excursion programmes. In reviewing the Canadian research it seems, therefore,

advisable to divide this section into four sub-sections. The first sub-section reviews studies concerning regular language programmes, while the second concentrates on studies dealing with immersion programmes. The third reviews the studies relating to intensive language programmes and the fourth is devoted to bicultural excursion programmes.

3.2.1 Canadian Regular Language Programmes

Although research in attitudes/motivation in second language learning began as early as 1941⁴⁹ with Jordan in the U.K., it was not until 1959 that the first most comprehensive study dealing the concepts of attitudes and motivation and their relationship to achievement in learning a second language was conducted. Gardner and Lambert (1959)⁵⁰ studied 75 grade XI Anglophone male and female students learning French as a second language in Montreal, Canada. The purpose of the study was to determine the comparative importance of linguistic aptitude and certain motivational variables in learning a second language. These researchers held that an individual acquiring a second language would adopt the cultural behaviour patterns of that linguistic community and as a result, the student's attitude towards that community would at least partly influence his/her success. In addition, they hypothesized that students have certain aims and purposes for learning the second language and want to pursue these aims with varying degrees of intensity.

The students' achievement ratings were made by their teachers and their language aptitude was measured by their performance on Carroll's Foreign Language Aptitude Battery (1956)⁵¹. The following attitudinal and motivational instruments were used: 1) an attitude scale to evaluate the students' attitudes towards the French speaking community; 2) an orientation index (divided into alternatives designating either integrative or instrumental motivation) to ascertain the students' purposes (motivation) for learning French; 3) a motivational intensity scale to measure the students' enthusiasm and effort in trying to acquire a second language; and 4) additional questionnaires to obtain general information about the student. It may be mentioned that in Gardner and Lambert's (1959)⁵² study and most of the subsequent studies only one attitude scale was used, one that did not attempt to distinguish attitudes towards the people from attitudes towards the language. The assumption was that people who display certain attitudes towards the language community also display the same attitudes towards the language itself. However, this may not always be the case since students may have one set of attitudes towards the people who speak the language and another set of attitudes towards the language itself and one may affect achievement while the other may not. Sharp et al. (1973)⁵³ found that the attitude of the Anglophone Welsh children they surveyed was positive towards the Welsh people but not towards the Welsh language. Conversely, it was positive towards the English language, but not towards English people.

The results of Gardner and Lambert's (1959)⁵⁴ study showed that achievement in French was dependent upon aptitude, intelligence, and a positive attitude towards French-Canadian people. Furthermore,

they found that integrative motivation, as they measured it, was a stronger predictor of French achievement. Gardner and Lambert concluded that students with positive attitudes towards the second language and the second language community were more motivated to acquire the language than those with negative attitudes. They attributed this strong motivation to learn French to the strong desire on the part of the Anglophones to be accepted as members of the new linguistic group (the French-Canadian) although they were not completely certain of such an interpretation.

Gardner (1960)⁵⁵ expanded the 1959 study of Gardner and Lambert⁵⁶ and made some methodological changes with a view to making the results more reliable. While Gardner and Lambert (1959)⁵⁷ relied upon teachers' subjective ratings of students' achievement, Gardner (1960)⁵⁸ introduced standardized tests. Like the Gardner and Lambert (1959)⁵⁹ study, this study was conducted in Montreal with 90 grade ten Anglophone boys and girls from six Montreal high schools who were learning French as a second language. The results of this study reinforced the findings of Gardner and Lambert (1959)⁶⁰ and showed that language aptitude and integrative motivation are two relatively independent factors contributing to successful learning of a second language. Although aptitude and verbal intelligence were especially important for those French skills stressed in schools, the acquisition of French skills whose development depended upon the active use of the language in communicative situations was determined solely by measures of an integrative motivation to learn French. However, unlike the previous study (Gardner and Lambert, 1959)⁶¹, in which positive attitudes were related to integrative motivation, this study showed

that integrative motivation is independent of favourable attitudes toward French-Canadians. This showed that the desire for integration did not necessitate a favourable attitude toward the target language community as was assumed by Gardner and Lambert (1959)⁶². Furthermore, this study demonstrated that attitudes and motivation are two distinct psychological constructs that may function independently from each other.

In this study, Gardner (1960)⁶³ also interviewed a parent (mother) of each student with a view to determining what parental support, if any, there was for an integrative orientation. The results suggested a relationship between the two sets of attitudes and suggested further that parental attitudes might have an important bearing on their children's subsequent second-language performance. Gardner found that integratively oriented students tended to have an integratively oriented parent, and instrumentally oriented students, an instrumentally oriented parent.

Feenstra (1967)⁶⁴ conducted a further study to extend and clarify the findings reported by Gardner (1960)⁶⁵, Gardner and Lambert (1959)⁶⁶. The subjects for the study were 153 boys and girls from the grade nine classes at South Secondary School in London, Ontario. Instruments to measure achievement in French, language aptitude and various attitudinal and motivational characteristics were adapted from the ones used by Lambert et al. (1963)⁶⁷.

The results of this study indicated that language aptitude and intelligence were the major determinants of those aspects of French achievement which seemed to be stressed in the high school French

course. It was also found that a complex of motivational variables, stressing both positive student attitudes towards the specific cultural linguistic group represented by the language to be learned and a desire to learn the language of that group, were related to the acquisition of those aspects of second-language skills which are involved in a direct communication with that cultural-linguistic group. In this study Feenstra (1967)⁶⁸ also examined the relationship between student attitudes and those expressed by their parents in relation to the second-language area. The results of the study showed a positive relationship between parents' ethnocentric attitudes and those of their children. In addition to the major findings, two other results were obtained. Firstly, parents with positive attitudes towards French-speaking people tended to encourage their children to learn French. Although such encouragement was not directly related to French achievement, it appeared to have an indirect effect through an enhancement of student attitudes towards French-speaking people. Secondly, negative attitudes towards the second language groups on the part of students appeared to be related to relatively poor second-language performance.

In another study, Gardner, Lalonde, and Moorcroft (1985)⁶⁹ conducted an investigation to determine the role played by attitudes and motivation and language aptitude in second language learning. The subjects were 170 university students enrolled in an introductory psychology course who participated in psychology experiments as a course requirement. They were not necessarily registered in French, although all had studied French previously, at least in high school. Subjects were tested in groups of up to 25,

the testing period lasted approximately two hours, and the order of tests was constant. Subjects completed the short form of the Modern Language Aptitude Test (Carroll and Sapon, 1959)⁷⁰, the French Listening Comprehension Test (1955)⁷¹ published by Educational Testing Service and adapted for use with a university population, a can-do questionnaire (Clark, 1981)⁷² used to assess subjects' perception of their competence in speaking and understanding French, and a French cloze test. The last part of each session involved a paired-associated learning task in which subjects were given six trials to learn the French equivalents of 25 English words. For 92 of the subjects the material was presented using a visual/written format, while for the remaining 78 subjects it was presented using an aural/oral format. Following each trial, subjects rated their level of motivation and interest and their perception of the difficulty of that level.

The results of the study demonstrated that all three factors, attitudes and motivation and language aptitude are important because they influence the rate at which second language material is learned. Subjects high in language aptitude learned faster than those who were low, those high in integrative motivation learned faster than those who were low, and the rate of learning was more rapid under visual/written conditions as compared with aural/oral ones. The results further indicated that although both aptitude and attitudinal/motivational characteristics influence rate of learning, the effects of aptitude seem to rest on the ability of individuals to incorporate the material as it is presented while those of attitudinal/motivational attributes rest on how well individuals

react to the task, suggesting the different roles these two factors play in second language learning.

Attitudes and motivation have also been investigated among Francophones learning English as a second language. Clement, Major, Gardner and Smythe (1977)⁷³ conducted a study among 130 French speaking seventh and eighth grade male and female students in a French elementary school in Verner, Ontario. In this study, the researchers wanted to see if a relationship between motivation, attitudes and achievement in English as a second language was operative, and also to investigate the relationship between second language acquisition contexts (home, school, friends, etc.) and achievement in ESL. The instrument was based on or identical to indices used in a previous study by Clement et al (1976)⁷⁴. The test battery was composed of Likert, semantic differential and multiple choice and scales. Two general classes of indices of English achievement were also obtained. Firstly, students were asked to evaluate their own competence in writing, understanding reading and speaking English on four seven-point scales. Secondly, teachers evaluated their students' performances in English on a seven-point scale ranging from "excellent" to "weak".

The results of the study showed that those students who perceived themselves as being relatively competent in English (writing, understanding, reading and speaking) exhibited a greater desire to learn English, felt that their parents encouraged them and had more favourable attitudes towards English Canadians. These students were also interested in their English course, evaluated it positively and found it easy, while their teachers rated their

verbal ability highly and perceived the students as enthusiastic about using English. However, it should be noted that while students' self-confidence was associated with high teacher ratings of achievement in spoken English and in enthusiasm to use English, it was not related to teacher ratings of written English skills. As regards the relationship between self-assessment and tutor assessment it is similar to the findings of Blue (1988)⁷⁵. In a study among international students attending pre-sessional courses in English for academic purposes (EAP) at the University of Southampton in the U.K., Blue observed a significant and positive association between students' self-assessment and tutors' assessment in listening comprehension, speaking, reading and writing. However, the level of association in reading and writing was not so high as it was for the oral/aural skills. Accordingly, Blue suggests that 'whilst there is a definite positive association between self-assessment and tutors' assessment, it is far from being a perfect association' (p. 109).

The results of the Clement et al. study (1977)⁷⁶ further substantiated the conclusion that the integrative motive is an important component of the individuals' motivation to learn a second language. In addition, a "self-confidence with English" dimension seemed to be operative among the subjects, and again, it seemed to be dependent on the individuals' prior experience with English. As far as the context of English use was concerned, this was found to be related to achievement, but not to attitude, with students who used English at home possessing a higher level of proficiency than those who did not.

Another study was conducted by Clement, Gardner and Smythe (1977a)⁷⁷ to assess the motivational characteristics of Francophones learning English as a second language. The subjects were 153 male and female tenth grade students and 151 grade eleven male and female students from two schools within the Montreal Catholic School Commission in Canada. Instrumentation followed that used by Clement, Smythe, and Gardner (1976).⁷⁸

The results of the study showed that an individual's motivation to learn a second language is dependant upon favourable attitudes towards the second language community (i.e. an integrative motive). However, while the individual's intention to continue studying English is related to an integrative motive, his/her actual competence in the second language seems to be more closely related to a dimension of motivation which is best described as self-confidence derived from prior experience with the language.

Clement, Gardner and Smythe (1980)⁷⁹ conducted another study to assess the relationship between attitudes, motivation, the social factors, language aptitude and fluency in a second language. Indices of attitude, anxiety, motivation, personal contact with Anglophones, fear of assimilation, intelligence and achievement in English were obtained from 223 grade eleven Francophone male and female students from two schools of the Montreal Catholic School Commission. The major attitudinal/motivational scales were adapted from Clement, Smythe and Gardner (1976)⁸⁰ and Clement, Gardner and Smythe (1977b)⁸¹. Students' proficiency in English was assessed by an Aural Comprehension Test, a Reading Comprehension Test, and a Grammatical Knowledge test designed by the Montreal Catholic School Commission.

The results of the study indicated that achievement in the second language was related to both motivation and ability.

Attitudes and motivation have also been investigated among Montreal Jewish students learning Hebrew as a second language. Anisfield and Lambert (1961)⁸² administered achievement, general intelligence, language aptitude and attitude measures to Jewish 8th and 9th graders learning Hebrew in seven Jewish parochial schools in Montreal, Canada. The main purpose of the study was to test the findings of Gardner and Lambert (1959)⁸³ and Gardner (1960)⁸⁴ that integratively oriented students were better learners of a second language than instrumentally oriented students were. The students' achievement in Hebrew was assessed by a test consisting of a) Reading Fluency, b) Pronunciation Accuracy, c) Purity of Accent, d) Teachers' ratings. Ability Measures comprised : Verbal Reasoning Test, taken from the Differential Aptitude Tests (Bennett, Seashore, and W smen, 1959)⁸⁵, an IQ test based on the Otis Self-Administering Tests of Mental Ability administered by the Jewish Vocational Guidance Centre in 1958, and Spelling Clues, words in Sentences and Paired Associates, adapted from Psi-Lambda Foreign Language Aptitude Battery, Short Form (Carroll and Sapon, 1956)⁸⁶. The Attitude tests which were intended to measure students' reasons for learning Hebrew and their attitudes towards the Jewish culture and community consisted of an Anti-Semitism Scale, with items selected from the California A-S Scale (Adorno, Frenkel-Brunswick, Levinson and Sanford, 1950)⁸⁷ on the basis of their fitness for Jewish subjects, and an orientation index modelled after Gardner and Lambert (1959)⁸⁸.

The researchers found that general intelligence was an important factor for various aspects of performance, though not equally for all. Success in cognitive tasks such as comprehension was more dependent on intelligence than success in oral production was. Linguistic aptitude was related to the students' fluency and accuracy. The results of this study showed that integrative motivation did not correlate with achievement but rather that instrumental motivation was related to achievement in learning Hebrew as a second language. Anisfield and Lambert, however, concluded that in the case of Jewish culture, an instrumental orientation actually indicated a desire to integrate into the culture. Wanting to get a job requiring the knowledge of Hebrew (an instrumental reason) means becoming a rabbi, a Hebrew teacher or some other Hebrew professional with greater involvement in the Jewish culture and the community. The researchers considered this to be a situation different from the previous studies in Montreal where many jobs required knowledge of French for purely instrumental reasons, implying no desire for integration into the French Canadian cultural community.

Research has also been conducted into the relationship between attitudes and motivation and other variables involved in the learning of a second language. In order to investigate the role of the integrative motive on students' participation in the French classroom, Gliksman, Gardner and Smythe (1982)⁸⁹ conducted a study among fifty-two grade nine students, thirty-nine grade ten students, and fifty-eight grade eleven students enrolled in French classes at a semestered secondary school in Southwestern Ontario. The attitude battery used in this investigation was adapted from Gardner and

Smythe (1975a)⁹⁰. The researchers found that students classified as integratively motivated volunteered more than students classified as non-integratively motivated. Such results offer clear evidence that integratively motivated students are more active participants in the French classroom. They tend to volunteer more answers in the language classroom, are more correct in their responses, are more satisfied and rewarded for their participation and also attract more input and thus learn more. These differences, furthermore, are evident throughout the duration of the course, indicating that the effects are long term.

Clement, Smythe and Gardner (1978)⁹¹ conducted a study to investigate the factors presumed to mediate the individual's competence in the second language and his/her persistence in acquiring it. Data were gathered from 4,741 students of French as a second language attending grades seven to eleven in six provinces of Canada. Instrumentation followed that used by Gardner and Lambert (1972)⁹² and the two studies by Clement, Gardner and Smythe (1977a⁹³; 1977b⁴) and Clement, Major, Gardner and Smythe (1977)⁹⁵. The results of the study indicated that the most important determinant of the individual's persistence in second-language study was his/her motivations to learn the second language. This motivation, was, in turn supported by an array of attitudinal aspects which include the individual's attitude towards the second language community and evaluation of the learning situation.

So far we have reviewed the Canadian research involving regular language programmes. All but one involved the two official languages of the country, i.e. English and French. Anisfield and

Lambert (1961)⁹⁶ conducted their study with students learning Hebrew as a second language. Though the studies differed with respect to the nature and number of variables they investigated, in general, their results demonstrated that students with positive attitudes towards the second language and the second language community were better learners of a second language than those with negative attitudes. The results further revealed that proficiency in the second language, especially those skills which involved face to face interaction with the target language community, were positively related to attitudes towards the target language community. One study, however, revealed that instrumental motivation was related to achievement in learning the second language (Anisfield and Lambert, 1961)⁹⁷.

Studies which have investigated the relationship between parents' and childrens' attitudes showed that parental attitudes might have an important bearing on their children's attitudes and subsequent second language learning (Feenstra, 1967⁹⁸; Gardner, 196⁹⁹).

In focusing attention on the relationship between attitudes/motivation and behaviour in the classroom, research has demonstrated that behaviour in the language classroom is related to attitudinal/motivational characteristics. It has also found that integratively motivated students are more active participants in the second language classroom (Glikzman, Gardner and Smythe, 1982)¹⁰⁰. Perseverance in language study has also been found to be related to attitudinal/motivational characteristics, students having positive attitudes towards the second language community and positive

attitudes towards the learning situation tended to be more persistent in second language study (Clement, Smythe and Gardner, 1978)¹⁰¹.

3.2.2 Canadian Immersion Programmes

As was indicated earlier in Section 3.2 the purpose of this sub-section is to review the Canadian research involving immersion programmes.

The first in-depth investigation of early immersion programmes was conducted by Lambert and Tucker (1972)¹⁰². The study spanned a period of six years and covered many developmental changes in the same children from the time they began their immersion programme in kindergarten to grade five. The major comparisons they presented are between students in immersion programmes and both English and French speaking controls. The results of the study demonstrated that in grades one and two the immersion students expressed attitudes towards French Canadians that were more positive than those of the English speaking controls, but not as positive as those of the French speaking controls. This pattern changed, however, as the students grew older. In grades three and four, the immersion students were comparable to the English controls in their attitudes toward French Canadians. By grade 5, these students stated in answer to a direct question that they liked French Canadians more than when they began studying French, and that they would be just as happy if they had been born into a French Canadian family, although such differences did not appear when they were asked the same questions in grade four.

Lambert, Tucker and D'Anglejan (1973)¹⁰³ had students in the grade five pilot class and the grade four follow-up class rate the concepts 'myself', 'English Canadians', 'French Canadians' and 'French people from France' on 13 bipolar semantic differential scales. Significant differences between students in the immersion programme and English control students in their reactions to the concept of 'French Canadians' appeared on only one scale for both classes. More importantly, however, in both classes the ratings of the immersion students were intermediate between the ratings of English and French control students for the concept 'French Canadians', suggesting that their perceptions of the other community were more or less mid-way between comparable students educated in their own languages. The profile of responses to the concept 'myself' was similar in the case of the grade five pilot class, but not in the case of the grade four follow-up one, indicating possibly that as students became a bit older, even their self-perceptions might moderate, a generalization also suggested by the earlier findings. There was no consistent pattern for either class in their reactions to the other two concepts.

It is not clear whether such reactions are consistent. Genesee, Tucker and Lambert (1978)¹⁰⁴ found, for example, that students in grades one and two French immersion classes tended to identify more with both French Canadians and people from France than English controls did. Unfortunately from the point of view of stability over time, no such differences were obtained with students in grades three to five, which might be expected on the basis of the results obtained by Lambert et al. (1973)¹⁰⁵.

In discussing the Montreal studies, Swain and Lapkin (1982)¹⁰⁶ hold that immersion programmes may have a greater influence on the attitudes of young children than on older ones, a possibility also suggested by Blake et al. (1981)¹⁰⁷. Such an effect could occur either because the attitudes of younger children are more malleable, or because the novelty of the immersion programme evokes attitude changes in the early years, or because the researchers' categories are not salient for very young children who simply identify with anyone that they come into contact with.

Another possibility may be that consistent and permanent attitude changes take place but that researchers focus on the wrong component of the attitude. This view is held by Cziko, Lambert and Gutter (1979)¹⁰⁸. They proposed that changes in attitude are expected to result from immersion language training because of the constant interaction with a teacher from the other cultural community and a developing proficiency in the language which causes students to lose their feelings of foreignness about that community. As a consequence, they argued that changes in attitude might involve the cognitive rather than the evaluative component.

In an investigation, Colletta (1982)¹⁰⁹ examined parental influence on students' attitudes and motivation in second language learning. Data were obtained from 68 grade 7, 8, 9 and 10 Anglophone students enrolled in the Late French Immersion Programme of the Ottawa Roman Catholic Separate School Board during the academic year 1978-79. Data were also obtained from their parents. Attitudes and indices of motivation of both students and parents, and of self-confidence with French (students only) were measured by

two questionnaires, one each for students and parents. Correlations between 68 children and their parents on comparable measures of interest in foreign languages, attitudes towards French Canadians, integrativeness, ethnocentrism and parental encouragement were .12, .03, -.04, .00, and .20 respectively, none of which were significant. Therefore there does not appear to be any relation between children's and parent's attitudes, a result contradictory to the earlier findings by Feenstra (1967)¹¹⁰ and Gardner (1960)¹¹¹. It might be that in this setting the attitudes were not salient, though it is worth noting that this study was conducted in a region where French and English language instruction are common and often discussed, and where there is a large proportion of both English and French speaking Canadians. An alternative explanation might be that the e attitudes are very salient, a d parents' and children's attitudes might be influenced by many different factors. However, the researcher suggested that "the role of parental influence on ec d language acquisition needs further examination, particularly with re pect to the manner in which that influence is felt" (Colletta, 1982, p. 92)¹¹².

In this sub-section we have reviewed the Canadian research centered on immersion programmes and their effects on learner's attitude and motivation. The general conclusion that seems to emerge is that changes in social attitudes may be greatest where the programmes involve experiences of rather brief duration. The findings are not so clear cut when attention is directed towards the effe ts of immersion programmes on attitudinal characteristics. Lambert and Tucker (1972)¹¹³ found, for example, that grade 2 French immersion students had more favourable attitudes towards French

speaking people than did their English controls, but these differences were not maintained with these types of tests in later years. Other ways of eliciting attitudes did show effects, however. By grade 5, these students stated in answer to a direct question that they liked Francophone Canadians more than when they began studying French, and that they would be "just as happy" if they had been born into a French Canadian family. Cziko, Lambert and Gutter (1979)¹¹⁴ suggest that the inconsistency of these findings might be due to the emphasis on evaluative aspects of attitudes. They argue that in the process of developing bilingual competence, Anglophone students experiencing lengthy immersion training tend to reduce the social distance between themselves and Francophone Canadians, particularly bilingual ones.

A study, which investigated the influence of parental influence on students' attitudes and motivation revealed no association between children's and parents' attitudes (Colletta, 1982)¹¹⁵. This contradicts the earlier findings of Feenstra (1967)¹¹⁶ and Gardner (1960).¹¹⁷ Further research is needed to clarify this finding.

3.2.3 Canadian Intensive Language Programmes

Intensive language programmes are short term (i.e., five or six week) programmes in which the major focus is on second language study. One of the earliest studies of this type was conducted by Lambert, Gardner, Barik and Tunstall (1963)¹¹⁸ using American university students learning French as a second language at the McGill French Summer School in Canada. The objective of the study was to examine extensively the attitudinal and cognitive correlates

of second-language learning among these students. The results of the study demonstrated a relationship among attitudes, motivation and achievement and that the relation between attitudes and achievement was influenced by the dynamics of such a programme. The researchers found that the students' motivation to acquire French as a second language was related to their orientation towards learning a second language and to attitudes towards the second language group. They found, however, that the degree of influence of the attitudinal variables varied with the proficiency of the students; elementary level students were more influenced by attitudes than more advanced students.

Gardner, Smythe and Brunet (1977)¹¹⁹ also conducted an investigation into changes in attitudes, motivation, and French proficiency among 62 high school students registered in an intensive five week "French as a second language" programme in the Ontario school system. This programme required the students to live in a school residence away from home and to return home for the week-ends. Although the school was located in an English speaking region, thus depriving the students of the opportunity to interact with French speaking individuals outside school, every attempt was made to encourage the students to speak French. Four young Francophones were present as monitors to encourage the use of French; French movies were shown, and two trips were taken to French speaking communities. In addition, on the first day of the programme, a formal ceremony was held at which students publicly signed a pledge to speak only French while at the school. The teachers attempted to enforce the pledge in a good natured manner, but even so, all students reported breaking the pledge on a number of occasions.

The students were administered a battery of attitude and motivation tests as well as a test of oral French proficiency prior to and upon completion of the course. In addition, both teacher-ratings and self-ratings of French language skills were collected at several intervals during the course. Measures of French proficiency included students' self-ratings of their skills in French in terms of four aspects - writing, understanding, reading and speaking, and teachers' ratings of the students' level of achievement in French on two attributes - Oral French Skills and French Aural Achievement. Finally, two indices of oral proficiency (Accuracy in French and French Fluency) were obtained from the students' speech samples. The students' oral proficiency in French was assessed on a test adapted from Burstall, Jamieson, Cohen and Hargreaves (1974).¹²⁰

The results of the study demonstrated changes in attitudes, motivation and French proficiency and the course was particularly effective in increasing student motivation to learn French and in promoting a rapid improvement in oral/aural skills. The beginners tended to be more ethnocentric and anxious; the intermediate students tended to be uncertain about their interest in second language study; while the advanced students were most contented with the way in which their teachers treated them. When the second language was considered from the point of view of the students, or an observer rating their speech, the advanced students were superior to the intermediate students who in turn were superior to the beginners. The teachers also perceived this ranking but tended to see greater differences between the beginners and intermediate students than between the intermediate and advanced ones. The

pattern of attitude changes was more complex as both positive and negative shifts were observed. Firstly, the programme appeared to have made students less tolerant of outgroups. The researchers concluded that although the negative effects might be disconcerting for those who argue that second language learning promotes tolerance, they are in general agreement with those noted in an intensive language programme by Lambert, Gardner, Barik and Tunstall (1963).¹²¹ Secondly, as a result of the programme, students became more confident in French and more motivated to learn and use it.

Gardner, Smythe and Clement (1979)¹²² conducted another study among 65 American and 89 Canadian adults enrolled in an intensive French language programme in Northern Quebec in Canada. The purpose of the investigation was to investigate the relation of a series of attitudinal/motivational variables to achievement in French and to assess the effects of the programme on attitudes, motivation and French proficiency. Proficiency was both pre- and post- tested, and a questionnaire designed to assess attitudes and motivation was also administered both at the beginning and on the last day of the programme. The attitude/motivation questionnaire consisted of 18 sets of scales very similar to the ones used in the earlier studies. Proficiency in French was assessed by Oral Expression and Aural Comprehension.

The results of the study showed that there was a relationship between integrative motivation and oral proficiency in French for the Canadian subjects. However, this was not so evident with the American subjects, even though there was some evidence of integrative motivation. Furthermore, both samples evidenced

decreases in anxiety and attitudes toward bilingualism, and increases in French proficiency as a result of the programme, while the American sample also demonstrated a decrease in appreciation of the French Canadian community, and an increased desire to learn French. The researchers thought the results of the study were consistent with previous studies, yet speculated that differences between the two groups were due to the differences in their social and cultural backgrounds.

In this sub-section, we have reviewed research involved with students learning French as a second language in intensive language programmes. Although the studies varied with respect to the nature of the subjects and the variables they investigated, in general, they demonstrated that attitude change did occur as a result of intensive language study. Whether the change would be positive or negative, they depend, to some extent, on the nature of the programme.

3.2.4 Canadian Excursion Programmes

Excursion programmes are generally brief (i.e., two day to two week) trips to the target language community. Participants may sometimes experience close personal contact in the homes of members of the community. Clement, Gardner and Smythe (1977b)¹²³ conducted a study to clarify the effects of frequency of contact in an excursion programme. The researchers held that those individuals who seek frequent interaction with members of the other group are those who, a priori, have positive attitudes towards the group and the acquisition of its language; also, those students who voluntarily

interact frequently with members of the target language community should evidence a more positive attitude towards the other group and its language than students having less frequent or no contact, even after controlling for initial attitudinal characteristics.

The subjects of their study were 379 grade eight students attending 10 public schools in London, Ontario. They were assessed both before and after a short excursion to Quebec City. The attitudinal/motivational battery consisted of 20 subtests elaborated by Gardner and Smythe (1975a).¹²⁴ The researchers divided the participants into low frequency and high frequency contact groups on the basis of their report on the post-test of the amount of interaction they had had with members of the French speaking community, and contrasted these with a control group. The results of the pre-test indicated that the two participation groups differed from the control group on only two measures, i.e. Attitudes towards Learning French and Desire to Learn French. Non-participants were less interested in learning French. Furthermore, the high contact subjects differed from the other two groups on six measures. They expressed more positive attitudes towards French Canadians and towards learning French, showed greater interest in foreign languages, reported expending more effort to learn French, were more integrative, and felt that they received more support from their parents to learn French. Similar differences were also obtained in the analysis of the post-test data, after controlling for initial attitudes indicating the bidirectionality of the influence. Positive attitudes influence those who will seek out contact with members of the second language community, but this contact also produces changes in attitudes.

Students' attitudes towards both the community and its language are affected by a brief exposure, according to this study. However, the same researchers showed that the results were far from conclusive: attitudes towards the community were felt to have possible improvements, while attitudes towards the language could change negatively. Moreover, although the group visited Quebec as one, the study showed it was far from homogeneous. Certain students sought inter-ethnic contact and were found to have, a priori, more favourable attitudes to both the culture and the language than those who had low or zero contact.

Here, we have reviewed a research conducted among Anglophones attending an excursion programme. The results suggest that the most positive attitudinal and motivational changes may emerge in brief bicultural excursions, specially among those students, who visit the other community and report active participation.

This section has reviewed the studies conducted in Canada. Most of these studies involved teenagers learning a second language; only three (Lambert, Gardner, Barik and Tunstall, 1963¹²⁵; Gardner, Smythe and Clement, 1979¹²⁶; Gardner, Lalonde and Moorcroft, 1985¹²⁷) were concerned with adults learning a second language. All but one involved the two official languages of the country, French and English. Anisfield and Lambert (1961)¹²⁸ conducted their study among Jewish students learning Hebrew as a second language. As all these studies were conducted in bilingual and bicultural contexts, the subjects were exposed considerably to the target language and its culture. Although the studies differed with respect to the nature and number of variables they investigated, all of them showed

that students with positive attitudes towards the second language and the second language community were more motivated to learn than those with negative attitudes towards the second language and the second language community. The results of these studies further revealed that proficiency in the second language was related to positive attitudes towards the target community. The researchers considered this as evidence for the supremacy of integrative motivation. There are some doubts about the importance of integrative motivation, which Gardner, Lambert and their associates considered important in learning a second language in their Canadian studies, as compared to learning a second or foreign language in general. There are also strong indications that the context of their studies affected their results. Canada is a bilingual and bicultural country where French-Canadians and Anglophone-Canadians live together, and by the necessity of that situation, any Anglophone-Canadian or Francophone Canadian who wants to be successful in learning French/English has to have a favourable attitude towards speakers of the other language community because each group interacts inevitably with the other on a daily basis. It is very natural in Canada that what is termed "integrative" motivation will prevail and correlate with communicative measures since English/French speakers have no immediate use for French/English except when communicating with English/French speakers. Age is another factor which might have affected the results of these studies. The subjects were all teenagers, and at such an age students are still under the influence of their parents' attitudes towards many things, including learning a second/foreign language. It is no secret that many Canadian parents in general are trying hard to make Canada a bilingual country. It has also been

demonstrated in some studies in Canada itself that the influence of parental attitudes on their children is considerable, especially with respect to learning a second language (e.g. Feenstra, 1967¹²⁹ and Gardner, 1960¹³⁰).

The Canadian studies have undoubtedly contributed significantly to our knowledge about attitudes and motivation and their relationship to achievement in second/foreign language learning. However, none of the studies reviewed has taken teachers' attitudes into consideration, although at least one study has emphasized the importance of the attitudes of the student, his/her parents, and his/her teachers in second/foreign language learning (Feenstra, 1969, p. 5).¹³¹ Only a few studies (e.g. Colletta, 1982¹³²; Feenstra, 1967¹³³; and Gardner, 1960¹³⁴) have examined the influence of parental attitudes on the attitudes and motivation of the students. Nevertheless, findings in this respect seemed to have been contradictory. While Feenstra (1967)¹³⁵ and Gardner (1960)¹³⁶ found a strong relationship between the attitudes of the parents and the students, Colletta (1982)¹³⁷ did not find any association between parental attitudes and the attitudes of the students. Despite the fact that many studies of individual difference in second language achievement included sex as a variable, little attention appears to have been devoted to determining the actual role it plays. The findings in this respect seem to have been contradictory. For example, while Smythe, Stennett and Feenstra (1972)¹³⁸ demonstrated that females achieve higher levels of proficiency and show more favourable attitudes towards learning the second language, Naiman, Frolich, Stern and Todesco (1978)¹³⁹ failed to find any association between sex and measures of proficiency.

Furthermore, none of the studies considered the academic major as an important variable in learning a second language.

3.3 Studies in the United States

In the United States, research on second language learning has involved mainly the predominantly official language, English. Three studies (Gardner and Lambert, 1972¹⁴⁰; Teitelbaum, Edwards and Hudson, 1975¹⁴¹; and Trylong, 1987¹⁴²), however, have focused on two other languages, French and Spanish. All but two studies (Bartley, 1970¹⁴³; Gardner and Lambert, 1972¹⁴⁴) used foreign students as their subjects and only three studies (Bartley, 1970¹⁴⁵; Gardner and Lambert, 1972¹⁴⁶; Wong, 1982¹⁴⁷) were concerned with teenagers learning a second language in junior high school and high school, while the rest were conducted among university students.

Spolsky (1969)¹⁴⁸ was the first American researcher to conduct a study similar to that of Gardner and Lambert among international students in the United States. His study was done primarily for the purpose of finding out more about integrative motivation and secondly in order to develop a suitable instrument for investigation among his particular subject sample. A total of 315 foreign students representing 80 different countries who had recently arrived in the United States to attend American universities were involved in the study. The instruments used to test the students consisted of (1) a direct questionnaire modelled on Gardner and Lambert's work, in which students were asked to rate the importance of fourteen possible reasons for having come to the United States, and (2) an indirect questionnaire containing four lists of thirty

adjectives such as "busy", "stubborn", and "sincere". From the four lists the students were requested to state how well each adjective described themselves as they were, themselves as they would like to be, other speakers of their own language, and native speakers of English. There were five choices ranging from "very well" to "not at all". An English language proficiency test developed by Spolsky et al. (1968)¹⁴⁹ was used to gauge the dependent variable, the informants' proficiency in English.

The results of the direct questionnaire indicated that only about 20% of the students could be classified as integratively motivated. The rest gave instrumental reasons for study in the United States. A comparison of the relationship of this motivation with proficiency in English showed no significant correlation, this being contrary to the findings of Gardner and his colleagues. Spolsky blamed this on the students' unwillingness to admit to motives which might have suggested that they wished to leave their own countries permanently.

The indirect questionnaire which, according to Spolsky, was a more sensitive instrument, showed that a third of the students considered speakers of English to be a more desirable reference group; this meant that these students were considered to be integratively motivated. Integrative motivation was found to have a significant correlation with high scores in English. Spolsky concluded that the second type of questionnaire was preferable and stated that language educators and teachers must understand not only how second languages are learned but why. He concurred with Gardner, Lambert and their associates stating that "learning a

second language is a key to possible membership of a secondary society : the desire to join that group is a major factor in language learning" (Spolsky, 1969, p. 282).¹⁵⁰

Bartley (1970)¹⁵¹ conducted a study in order to investigate the role of attitudes as a factor in the choice of whether to continue or drop out of a foreign language programme. The subjects were members of eighth grade classes in two junior high schools in the Palo Alto Unified School District in California. They were asked to respond to a foreign language attitude scale both at the beginning of the school year and again toward the end of the school year. The scale was designed to measure such attitude influencing factors as teacher variable, parental influence, importance of the foreign language to one's own peers, the importance of the foreign language in the curriculum as the student perceives it, and various items which measure intrinsic and instrumental motivation. The researcher then divided the students into groups according to whether they continued or dropped foreign language in the ninth grade.

The results of the study showed that there was a statistically significant difference both initially and at the end of the school year between the continuing and non-continuing groups. The attitude of the "drop-out" group was significantly lower than that of the "continuing group" initially as well as at the end. The findings also showed a significant negative change of attitude within the drop-out group, whereas in the continuing group, the attitude towards foreign-language learning remained stable. Notable differences were also found when the continuing and drop-out groups were divided according to sex variable. The girls in both groups

had considerably higher scores in both the September and March administrations than the boys. There were no significant differences between the boy's September and March results and the girls' September and March results in the continuing group. In the dropout group, however, a significant change of attitude did exist for both sexes. There was a more positive correlation between negative attitudes towards the foreign language and dropping out of the course for the boys than there was for the girls.

Gardner and Lambert (1972)¹⁵² conducted research in the United States. Their American studies were carried out in order to see if the results obtained in Canada could be generalized to other areas in North America. The subjects were high school Anglophone students learning French as a second language in two bicultural settings in the States of Maine and Louisiana, and one monocultural setting in the State of Connecticut. Different test batteries were administered in different social situations. In all three studies the researchers found that students who were strongly motivated to learn French obtained good grades in French. However, in each setting, there was a different attitudinal foundation for this motivation. In the Louisiana study, this derived from strong parental encouragement and the personal satisfaction of the student in his/her attempts to learn French. In the Maine study, a student's identification with the French teacher and his/her sensitivity towards the feelings of others formed the basis of the attitudinal setting, while in Connecticut the students' motivation stemmed from an integrative orientation toward French people and their culture as well as from a realization of the potential usefulness of the language (indicating the presence of instrumental orientation as

well). The researchers concluded their studies in the United States by stating "that each community, American or otherwise, has its own complex network of social influences" (p. 54).

Teitelbaum, Edwards and Hudson (1975)¹⁵³ conducted a study of university students studying Spanish at the University of New Mexico. One of the groups in their study consisted of Spanish surnamed individuals of Spanish ancestry with Spanish as their first language while the other group were Anglo Americans with English as their first language. The results showed that the Spanish group was instrumentally motivated but did poorly in achievement. The researchers tried to explain their findings, which appeared to be inconsistent with previous findings in two ways : firstly, they found that instrumental rather than integrative motivation related to achievement, and secondly more motivated students did poorly in achievement unlike in previous studies where the motivated students' achievement was high. They speculated that instrumental motivation in fact indicated integrative motivation as well, just as it did in the case of Anisfield and Lambert's (1961)¹⁵⁴ study. Since the jobs to which many of these students aspired involved the Chicano community of which they were members, they speculated that for them to learn standard "classroom Spanish" to replace their "barrio Spanish" might keep them from participating in their culture. As a result, even though the students might have had very strong instrumental motivation to learn Spanish, they did poorly in the Spanish class so that they would not become ostracized and would remain integrated into Chicano culture.

In the Anglo group, the researchers found that an attitudinal variable was related to proficiency. However, contrary to Gardner and Lambert's findings that positive attitudes correlate with proficiency, Teitelbaum et al. found that negative attitudes correlated with proficiency. They gave the following explanation for these puzzling findings. Their attitude inventories involved attitudes towards the Chicano community in which the Anglos were learning Spanish. The Anglos demonstrated negative attitudes towards the Chicanos, and it was supposed that the Anglos did not use the local Chicano population as a model to motivate their study of Spanish but instead relied upon a more widely recognized Spanish speaking community. There was no data in their study to support this speculation. However, their findings seem consistent with those of Oller, Baca and Vigil (1977)¹⁵⁵ involving Mexican Americans.

The Mexican Americans' attitudes toward the Anglos became more negative as they learned English. The Anglos in Teitelbaum et al. (1975)¹⁵⁶ study demonstrated negative attitudes towards the Mexican American yet still were able to acquire Spanish. It appears that although neither group likes the other, they both see the practical aspects of learning each other's languages for business and professional gain. The conclusions of the study by Teitelbaum et al. point out, once again, that there are indeed correlations among attitudes, motivation and performance; however, these correlations are variable and may depend upon the social settings of the research, the socio-political status of the two groups, and the prestige of the languages involved.

Abbashar (1977)¹⁵⁷ conducted an attitudinal/motivational study using Arab graduate and undergraduate students learning English at the Indiana University as subjects and using TOEFL and attitudinal scales adapted from Gardner and Lambert (1972)¹⁵⁸ as data collecting instruments. The results of the study revealed that (1) attitudinal scales failed to have a significant explanatory value in achievement in English as a second language; (2) that neither integrative nor instrumental orientation contributed significantly to achievement in English as a second language; and (3) that high aptitude was significantly related to achievement.

In another study Oller, Hudson and Liu (1977)¹⁵⁹ investigated the relations between various measures of attitudes towards self, the native language group, the target language group, reasons for learning English as a second language, reasons for travelling to the United States and the attained proficiency in ESL of 44 Chinese speaking male and female foreign students studying at the University of New Mexico and at the University of Texas at El Paso. The researchers utilized instrumentation adapted from Spolsky (1969).¹⁶⁰ A Cloze Test was used to gauge proficiency in English.

The researchers found that in general attitudes towards self and the native language group as well as attitudes towards the target language group were positively correlated with attained proficiency in ESL. It was also found that learners who were apparently more integratively motivated performed better than those who were less integratively oriented. The relation between attained proficiency and attitudes towards the target language group, however, seemed more complex than the relations between attained

proficiency and attitudes towards self and towards the native language. The relation between reasons for studying ESL or travelling to the U.S. and attained proficiency was contrary to previous predictions. For instance, there was a significant negative correlation between desire to stay in the U.S. permanently and attained ESL proficiency. However, the researchers felt that the results of the study only partially supported the distinction between integrative and instrumental orientation.

In another study Oller, Baca, and Vigil (1977a)¹⁶¹ surveyed 60 Mexican-American females studying ESL in a Job Corps vocational school in Albuquerque, New Mexico and found that the subjects who were proficient in English were not integratively motivated but rather learned English for instrumental reasons. The researchers explained these results in terms of the political ill feelings of Mexican towards Americans.

Koosha (1978)¹⁶² conducted a study among international students studying English as a second language at the University of Colorado. The results of the study showed that those students who hoped to use the acquired language as a tool for reading and understanding of materials pertinent to their future academic undertakings and/or future occupations, were more highly motivated to learn the language. These subjects also showed that the more they studied the language, the more they wanted to exploit it for utilitarian purposes. In this study Koosha also found that female students were less ethnocentric than male participants. They also did significantly better than male students on the Michigan Test of English Proficiency.

Another attitudinal/motivational study was conducted by Hansen (1981)¹⁶³ among 93 international students attending the Programme in American Language Studies at Rutgers, The State University of New Jersey, and English as a second language classes at Kean College, New Jersey. The purpose of the study was primarily to examine attitudes (positive or negative) and motivation (integrative or instrumental) as they influence English language proficiency, and secondly to suggest how knowledge of an attitudinal-motivational construct may be useful in designing and implementing programmes that would maximise success for students of English as a second language. Pre- and post-attitudinal motivational inventories as well as achievement tests were administered.

Students were given a Motivation Orientation Index inventory consisting of twelve statements (six indicative of instrumental motivational six of integrative motivation) to determine their motivation for studying English (following Anisfield and Lambert, 1961¹⁶⁴; Gardner and Lambert, 1959¹⁶⁵; Gardner and Santos, 1970¹⁶⁶; Lambert, Hodgson, Gardner and Fillenbaum, 1960¹⁶⁷; Oller, Baca and Vigil, 1977¹⁶⁸). Four attitude inventory scales were given to indicate a) the attitudes of the students toward their own culture, b) the attitudes of the students towards American culture, c) the student's attitudes towards their native language, and d) the students' attitudes towards the English language. The first two scales were semantic differential scales adapted from Gardner and Lambert (1972, p. 157).¹⁶⁹ The last two scales were designed by the researcher herself. The Motivational Intensity Scale adapted from Gardner and Lambert (1972, p. 152-153)¹⁷⁰ was given to determine how much time a student spent on the task of learning English. Besides

the attitudinal/motivational scales, four other variables, age, sex, academic major and the general background of the student, were included in this study in order to assess any possible effect of these variables in relation to attitudes. The students' results on the Michigan Test of English Proficiency or the Comprehensive English Language Test (CELT) served as their pre-achievement test scores. Students who had taken the CELT as their pre-test were post-tested with the Michigan Test and vice versa.

The results of this study showed that both students' attitudes towards their own culture as well as towards the second language community were related to their proficiency in English as a second language. The study also showed that neither integrative nor instrumental motivation was related to achievement. The conclusion that less motivated students (both integratively and instrumentally) do better in English achievement fails to support all other findings in previous studies. The researcher concluded that the reason that the defect in the design manifested itself in her study and not in previous studies was unknown. She also suggested that it could be that the difference in the social situations of the students caused the discrepancies between studies. Hansen also thought that the questionnaire patterned after Gardner and Lambert (1972)¹⁷¹ was inadequately designed. She recommended that it be expanded and that studies be carried out in the context of native cultures. In this study Hansen did not find any association between sex and proficiency in English. The results of the study also showed that science students achieved more than their humanities counter-parts. However, the researcher did not show if there was any association between academic major and attitudes and motivation.

Abboushi (1983)¹⁷² also conducted a study to investigate the relationships between attitudes and motivation to learning English as a second language and achievement in the language among 67 international students enrolled in an intensive English language programme in a small private university in the midwest United States. Instrumentation by which data were gathered for measuring the attitudes and motivation followed that used by Gardner, Lambert and others. Measures of achievement in English consisted of scores earned by the subjects on three tests, i.e., the Diagnostic Test for students of English as Second Language (Davies Test), the English Placement Test (EPT) published by the Michigan University, and the Michigan Test of English Language Proficiency.

The results of the study showed that those students with positive self-concepts, both actual and ideal, who believed themselves to be fluent in English, and who were comfortable in English classes, achieved high levels in the language. The results further indicated that second language students who felt culturally superior to speakers of the target language, and who rated themselves as very fluent in their mother tongue did not achieve well in the second language. The researcher, however, did not find any clear distinction between instrumental and integrative orientation and motivation. She also observed that integrative orientation correlated negatively with achievement in English and considered this to be spurious.

England (1984)¹⁷³ conducted a study to describe the complexities behind the reasons why a group of foreign graduate students in an ESL learning context want to learn English, and to

discover whether instrumental motivation and personal goals for ESL learning may be associated with proficiency. Her subjects were 46 adults admitted to the graduate school of the University of Illinois in a variety of disciplines during the fall semester, 1983. They were placed on remedial ESL courses, depending upon their Placement Test scores. The attitudinal/motivational measures were adapted mainly from Gardner and Lambert (1972)¹⁷⁴, Shaw (1981)¹⁷⁵, and Pierson et al. (1980).¹⁷⁶ Proficiency in English was measured by the University of Illinois Placement Test (EPT) and an Oral Proficiency Test developed by Savignon (1972).¹⁷⁷

The results showed motivation to be an important factor contributing to ESL learning. However, the results of the study showed that motivation to learn the English language may be independent of motivation to integrate or acculturate with native speakers of American English in some environments in the U.S. Secondly, motivation to learn English may be associated with the awareness on the part of the learner of the importance of using the language.

Yamoor (1985)¹⁷⁸ conducted a study to determine the relationship between attitudes towards learning and acquisition of the second language among 93 international students enrolled in the Ohio Programme of Intensive English at Ohio University, Athens, Ohio during the Fall Quarter 1984-85. These students were attending the programme to improve their level of proficiency in English in order to be able to participate in the university classes. The four scales of the Attitude/Motivation Battery Test (Attitudes Toward Learning a Foreign Language, Desire to Learn English, Orientation

Index, and Motivational Intensity to Learn English) developed by Gardner, Lambert and their associates were used to gauge the independent variable. Students' scores on the Michigan Test of Aural Comprehension, the Michigan Test of English Language Proficiency, and Ohio Programme of Intensive English Composition Test were used to measure achievement in English. These tests were administered as a pre-test at the beginning of the quarter, and as a post-test at the end of the quarter.

The results of the study showed no significant relationship between the students' attitudes and motivation and the percentage of change in learning English as a second language. The results further revealed that the advanced level students had more favourable attitudes towards learning English.

Wong (1982)¹⁷⁹ conducted a study among 50 Chinese speaking students learning English as a second language in the George Washington High School in San Francisco. The purpose of the study was to examine the relationship between attitudinal and motivational variables and the successful acquisition of English as a second language on the part of Chinese-speaking students in America.

The results of this study indicated that there was no significant difference between the instrumentally and integratively motivated students. The descriptive data, however, showed that the majority of the students were instrumentally motivated.

Trylong (1987)¹⁸⁰ conducted a study among two hundred and sixteen students learning French as a foreign language at a large,

midwestern State University during the Spring Semester of the 1985-1986 academic year to investigate the relationship of aptitude, attitudes and anxiety to student achievement in learning a foreign language. Data collected included scores on the following independent variables: aptitude, attitudes, and anxiety; and scores on the following dependent variables: oral quizzes, written exams, and overall course grades.

The results of the data analysis indicated a negative relationship between anxiety and achievement. Students who expressed greater anxiety tended to have lower scores on all of the achievement measures. The results demonstrated a positive correlation between attitudes and achievement; students with higher scores on the attitude measure tended to have higher scores on the achievement measures. Aptitude was also found to be a significant predictor of achievement.

In this sub-section we have reviewed studies conducted in the United States. As stated earlier, the studies involved mainly the predominantly official language of the country, English. However, three studies were concerned with two other languages, French (Gardner and Lambert, 1972;¹⁸¹ Trylong, 1987¹⁸²) and Spanish (Teifelbaum, Edwards and Hudson, 1975¹⁸³). Only three studies were conducted among American students (Bartley, 1970¹⁸⁴; Gardner and Lambert, 1972¹⁸⁵; and Wong, 1982¹⁸⁶). All other studies were conducted among international students and only three studies (Bartley, 1970¹⁸⁷; Gardner and Lambert, 1972¹⁸⁸; and Wong, 1982¹⁸⁹) were concerned with teenagers learning a second language in junior high school and high school, while the rest were conducted

among university students. The results of these studies are more diverse than those of the studies conducted in the United Kingdom, Canada, Asia and other parts of the world. However, most of the studies demonstrated that the more instrumentally motivated were the ones whose achievement in the second language was highest (see for example, Abboushi, 1983¹⁹⁰; England, 1984¹⁹¹; Gardner and Lambert, 1972¹⁹²; Koosha, 1978¹⁹³; Oller, Baca and Vigil, 1977a¹⁹⁴; Wong, 1982¹⁹⁵). Few of the studies showed that those students who were more integratively motivated achieved more in the target language (e.g. Spolsky, 1969).¹⁹⁶ However, in the case of the Spolsky study, the results seem to be confusing. The results of the direct questionnaire showed that only 20% of the students could be classified as integratively motivated, whereas the indirect questionnaire showed that a third of the students considered speakers of English to be a more desirable reference group and therefore the researcher considered the latter group to be integratively motivated. However, it may be pointed out that indirect identity scales generally used to measure students' attitudes and motivation may sometimes be very confusing to subjects. The measure is basically a semantic differential scale consisting of a certain number of adjectives. The student is required to rate both his/her own nationals and the native speakers of the target language. The assumption is that if the students rate the native speakers of the target language more positively than their ethnic group, this will be an indication of the students' dissatisfaction with their own native people and an indication of the desire to integrate into the target language culture. Nevertheless, admiration of good characteristics in the target language group and high ratings of them do not necessarily denote a

desire for integration into the target culture. In actual fact they may indicate that the subjects desire these characteristics for themselves and their ethnic group.

Some studies (e.g. Abbashar, 1977¹⁹⁷; Hansen, 1981¹⁹⁸) also demonstrated that neither type of orientation was related to achievement, while at least one study (Oller, Hudson and Liu, 1977)¹⁹⁹ failed to support the distinction between integrative and instrumental orientation. One may perhaps wonder at the difference in results obtained by the studies. It may, however, be noted here that although all of these studies were conducted in the U.S.A., the subjects for these studies came from different sociocultural backgrounds and their need for the second/foreign language changes according to the socio-cultural environment, and the situation they find themselves in at any given time in life. The motivation to learn a second/foreign language may also be affected by the student's age, past experience, linguistic and cultural background, status and the prestige of the students' mother tongue, and status and the prestige of the target language locally and internationally. The student's motivation may also be affected by the student's attitudes towards the native speakers of the target language and his/her attitudes towards the task of learning the language, which are transmitted by the student's parents, teachers and ethnic group.

The U.S.A. studies have contributed greatly to our understanding of the role of attitudes and motivation in second/foreign language learning. However, the findings of the studies appear to have been inconclusive, fragmentary, often contradictory, and even occasionally to have shown nothing of any

significance. None of the studies considered the attitudes of parents and teachers and their role in second/foreign language learning, although one study did state that "in a typical language learning situation, there are a number of people whose attitudes to each other can be significant : the learner, the teacher, the learner's peers and parents, and the speakers of the language" (Spolsky, 1969, p. 273).²⁰⁰ Gardner and Lambert (1972, p. 10)²⁰¹ also emphasized the importance of the role of the teachers in second/foreign language learning and stated that "of course teaching techniques and teacher's personalities can certainly affect the attitudes and motivation of students, but these important factors have been ruled out or reduced as much as possible in this investigation". Although many studies included sex as a variable, only three (Bartley, 1970²⁰²; Koosha, 1978²⁰³; and Hansen, 1981²⁰⁴) have attempted to determine the actual role played. However, the findings in this respect seem to be contradictory also. Bartley (1970)²⁰⁵ observed that the girls had more favourable and positive attitudes towards learning a foreign language and Koosha (1978)²⁰⁶ found that females were less ethnocentric than males and did better on the English proficiency Test. But Hansen (1981)²⁰⁷ failed to find any association between sex and attitudes, motivation and proficiency in the subject. Only one study (Hansen, 1981)²⁰⁸ appears to have considered the academic major as an important variable, and concluded that science students achieved more than humanities students. However, she did not show if there was any association between academic major and student attitudes and motivation.

3.4 Asian Studies

Asian research on second/foreign language learning has mainly involved English, although one study (Jacobsen and Imhoof, 1974²⁰⁹) was centered on Protestant missionaries learning Japanese.

The first research into attitudes and motivation in second/foreign language learning in Asia was conducted by Gardner and Santos in 1970.²¹⁰ They investigated the motivational variables contributing to the variance in second-language achievement among 13 senior high school students studying English in a suburb of Manila in the Philippines. All students had completed about six years of formal training in English. The Philippines is a community where English has definite instrumental value owing to the great diversity of languages in the country. Gardner and Santos discovered that students who were instrumentally oriented, and who received support from their parents in this orientation, were more successful in acquiring English than students who did not enjoy the same kind of support. The investigators suggest that each setting and ethnolinguistic group has its own pattern of psychological influence that changes the manner in which attitudes and motivation play their roles in second/foreign language learning.

Gardner and Lambert (1972)²¹¹ conducted another study with high school students from Manila in the Philippines. As noted by the researchers, English in that country has a special status because of the diversity of languages in the Philippines being also the language of instruction and economic life. The researchers thought that the Philippines was a good location to test the hypothesis that

integrative orientation is more conducive to second/foreign language learning than instrumental orientation.

The findings suggest that students with an instrumental orientation towards English language study and who receive parental encouragement reach a noticeably higher level of proficiency than those with an integrative orientation.

Lukmani (1972)²¹² conducted a study among 60 Marathi speaking high school students in Bombay, India. The purpose of the study was basically to see if the subjects were instrumentally or integratively motivated and whether this motivation was related to their proficiency in English. Instrumentation was based on Spolsky (1969)²¹³, and all measures except for the English tape-recorded passages and the cloze test for assessing proficiency in English were in the Marathi language. The results of the study showed that the students were instrumentally motivated to learn English and that the instrumental motivation scores correlated significantly with the English proficiency scores. The Marathi students learned English because of a strong motivation to improve their opportunities in life and not because of any overriding affiliation with native speakers of English. Contrary to the expectation of Lukmani and to the findings of most of the previous studies, proficiency in English was related significantly to instrumental motivation but not to integrative motivation. The researcher felt that this might be due to the widely different social conditions in which proficiency in English and the nature of the students' motivation was studied. The students regarded the two communities - Marathi-speakers and

English-speaking Indians - as their reference groups for different areas of their life, and saw themselves as based in their own community but reaching out to modern life-styles found among the English-speaking Indians.

In a study of Protestant missionaries residing in Japan, Jacobsen and Imhoof (1974)²¹⁴ found that the best predictors of achievement in Japanese were a combination of opportunity and desire to speak Japanese. They also found that significant proportions of the achievement variance were accounted for by the individual's attitude towards Japanese people and by language-learning aptitude.

In a study of attitudes towards English language and native speakers of English among a group of eleventh and twelfth-grade Israeli high school students in Jerusalem, Cooper and Fishman (1977)²¹⁵ found significant correlations between instrumental motivation and language proficiency. Their data represent strong evidence to support the assertions that attitudes towards the native speakers of the new language made little difference with respect to English achievement or usage. "Students who viewed English as facilitating their attainment of valued goals tended to be more proficient in English and to use it more frequently than students who viewed English as less useful in this regard" (p. 26). The researchers concluded their study by stating

that favourable attitudes toward English and toward native speakers of English are largely irrelevant with respect to Israelis learning and

using English. Among Israelis who have an opportunity to learn English, those who see a knowledge of English as contributing to important personal goals are likely to learn it best and to use it most (1977, p. 31).

Chihara and Oller (1978)²¹⁶ conducted a further study among 123 Japanese adults enrolled in basic, intermediate and advanced EFL classes at the Osaka YMCA in Japan. The primary purpose of the study was to determine whether any correlation existed between attitudes towards self, other Japanese people, English speakers, travel to an English speaking country and English study and proficiency in EFL study. The researchers also wanted to investigate whether these correlations were similar with regard to EFL learners as opposed to ESL learners.

The results of the study demonstrated very weak correlations between attitudes, motivation and EFL proficiency. The relationships between attitudes and attained proficiency observed in th's study were much weaker than those observed by Oller, Hudson and Liu (1977)²¹⁷ among Chinese subjects in the United States. Chihara and Oller attribute these differences to the differences in the language learning context and comment

Perhaps the contrasts in patterns of relationships for the Japanese subjects in this study and the Chinese subjects in that one can be explained by appeal to the differences between a foreign language context of learning and second language context (Chihara and Oller, 1978, p. 67).²¹⁸

Karkia (1979)²¹⁹ conducted a study among 314 Science and Humanities students enrolled in Tehran University in the academic

year 1978-79. The two major purposes of this study were (1) to determine whether there was a significant difference in the attitudes of selected Iranian College students towards the EFL courses, and (2) to see if the students accepted the rationale for EFL study stated by Iranian EFL educators.

The analysis of the data revealed some statistically significant differences between the attitudes of science and humanities students concerning their EFL study. Science students supported more strongly the retention of the teaching of English in the Iranian education system. Humanities respondents felt more strongly that English should not be a requirement, but rather an elective. The researcher suggested that the fact that science students were able to use their knowledge of English more than humanities students in meeting English speaking people and in reading could have influenced their motivation. Another fact that may have influenced the motivation of science students is that they felt the necessity for acquiring a knowledge of English in order to increase their understanding of scientific and technological information. The results of the study also showed that students in both science and humanities were instrumentally motivated towards EFL study. They studied the language because they thought it would help them in their future careers, and because it would be a useful tool in acquiring further information in their study and research.

In order to analyze the relationship between achievement in EFL on the one hand and aptitude, attitude, motivation, anxiety, intolerance of ambiguity, and other selected biographical predictor variables, Mulla (1979)²²⁰ conducted a study among 81 male Arabic

speaking twelfth grade science-major students of Makkah Secondary School in Saudi Arabia. The aptitude measures were devised by the researcher. Attitudes/Motivation measures were adapted from Gardner and Lambert (1972)²²¹, and Pimsleur (1966).²²² Proficiency in English was measured by an achievement test consisting of dictation, cloze, reading, structure and teacher awarded grades.

The results of the study showed that aptitude was related to EFL achievement. Mulla found that instrumental motivation was related to learning English as a foreign language among Saudi Arabian high school students. It was also observed that integrative/instrumental differentiation did not hold in the context of Saudi Arabia.

Pierson, Fu and Lee (1980)²²³ analyzed the relationship between English language achievement and attitudes towards English among Chinese-speaking secondary school students in Hong Kong. The subjects were 466 tenth grade secondary school students from 11 secondary schools in Hong Kong. The instrumentation for measuring attitudes was based on Spolsky (1969).²²⁴ English proficiency was measured by a cloze test similar to the one used by Oller, Hudson and Liu (1977).²²⁵

Attitudes were correlated with language proficiency and the instrumental motive was found to be a powerful predictor of proficiency among these subjects.

Jayatilaka (1982)²²⁶ conducted a study among 132 second year students from the University of Science in Penang, Malaysia. The objectives of the study were to examine: (1) the relationship between Malaysian University students' motivational orientation and their proficiency in English as a second language, (2) students' attitudes towards Malaysian and English-speaking people as affecting their English proficiency, and (3) the relationship between the amount of time spent by individual students on learning a second language and their attained English proficiency. Measures developed by Gardner and Lambert (1959²²⁷; 1972²²⁸) were used to ascertain students' motivational orientation. Semantic differential scales developed by Spolsky (1969)²²⁹ were used to measure student attitudes and a motivational intensity scale measured the amount of effort students expended in learning English. Students' proficiency in English was assessed by the Comprehensive English Language Test Battery developed by Harris and Palmer (1970).²³⁰

The results of the study indicated that the instrumentally motivated students scored significantly higher in the English proficiency tests than the integratively motivated group. Some attributes assigned to Malaysians were significant predictors of attained English proficiency.

In another investigation, Ismail (1984)²³¹ examined Kuwaiti University students' motivation towards the study of English and the degree of influence of a number of environmental and personal factors.

The results of the study revealed that the Kuwaiti university students were largely instrumentally motivated in respect of learning English as a foreign language and that this was not merely for academic purposes but also to work efficiently in various professions after graduating from the University. The results further indicated that there was a significant interrelation between students' motivation and their attitudes, as well as those of their parents towards the target language, on the one hand, and the existing relationship with their teachers of English, on the other.

This sub-section was intended as a review of the studies conducted in different parts of Asia. All the studies except one have involved English. In none of the other studies is the target language in its native environment, although in some countries (e.g. India and the Philippines) English has a special status because of the greater diversity of languages in those countries. In the Philippines, English is not only one of the official languages, but also the language of instruction and commerce and trade; in India it is not only an associate official language, but it also serves as the lingua franca between the different parts of the country. In none of the other countries is it an official language, although in all countries it is being taught as a compulsory course requirement at different levels of education.

In this section we have reviewed two studies conducted in the Philippines (Gardner and Santos, 1970²³² and Gardner and Lambert, 1972²³³, the Philippines Study), one study in India (Lukmani, 1972)²³⁴, one study in Israel (Cooper and Fishman, 1977)²³⁵, a study in Iran (Karkia, 1979)²³⁶, two studies in Japan (Jacobsen and

Imhoof, 1974²³⁷; Chihara and Oller, 1978²³⁸); one study in Saudi Arabia (Mulla, 1979)²³⁹, a study in Kuwait (Ismail, 1984)²⁴⁰ and another study in Hong Kong by Pierson, Fu and Lee (1980).²⁴¹ Only four studies were concerned with adult learners (Chihara and Oller, 1978²⁴²; Ismail, 1984²⁴³; Jacobsen and Imhoof, 1974²⁴⁴; Karkia, 1979²⁴⁵) while the rest were conducted among teenagers (Gardner and Santos, 1970²⁴⁶; Gardner and Lambert, 1972²⁴⁷, the Philippines Study; Lukmani, 1972²⁴⁸; Cooper and Fishman, 1977²⁴⁹; Mulla, 1979²⁵⁰; Pierson, Fu and Lee, 1980²⁵¹). Admittedly, the studies reviewed here vary with respect to the nature and number of variables they investigated. However, common to most of the studies discussed in this section is the documented conclusion that a relationship exists between attitudes, motivation and achievement in the target language. In general the studies demonstrated that the students were instrumentally motivated to learn the target language and that the instrumental motivation scores correlated significantly with proficiency in the target language (Gardner and Santos, 1970²⁵²; Gardner and Lambert, 1972²⁵³; Lukmani, 1972²⁵⁴; Cooper and Fishman, 1977²⁵⁵; Karkia, 1979²⁵⁶; Mulla, 1979²⁵⁷; Pierson, Fu and Lee, 1980²⁵⁸; Ismail, 1984²⁵⁹). Some studies also showed that those students who were instrumentally motivated, and who received support from their parents for this motivation were more successful in acquiring the target language than students who did not evidence that supported type of orientation (Gardner and Santos, 1970²⁶⁰; Gardner and Lambert, 1972²⁶¹). The difference between the results of the Canadian and the Asian Studies can perhaps be explained by the differences in the language learning contexts. The Canadian studies were conducted in bilingual and bicultural settings where both the communities lived side by side where the need for

cooperation on a daily basis was manifest. Moreover the learners had considerable exposure to the target language community and its culture. It was quite natural for them to be integratively oriented towards the target language and its culture. But in the case of the Asian studies the students were learning the target language only as a course requirement in their native land surrounded by their native language community and its culture, with no exposure to the target language community and its culture. Moreover, the status of the target language in those communities should be taken into consideration. English does not have the same status in these countries as English or French has in Canada.

Since English and French are the two official languages in Canada, the context is therefore one in which students are learning the other language of their country. Perhaps this influences the degree of relationship between affective variables and second language achievement (Gardner, 1980, p. 265).²⁶²

In Canada English is a language of the speech community while in Asia it is an international language. But in the wider world English at present is the only language which functions as the lingua franca between different nations since it is the most widely understood language in international forums. Unlike any other foreign language, it may not be learnt with a view to satisfying its native speakers or identifying with them. Furthermore, because of the position English has attained among the languages of the world, it should, as far as possible, be considered a language which is culturally neutral. It is perhaps natural for the Asian subjects to be more instrumentally motivated since for them English is typically either a course requirement or a means of career advancement.

The Asian studies have made a substantial contribution to broadening our understanding of the role of attitudes and motivation in second/foreign language learning in developing countries. However, none of the studies has considered the role of parents and teachers in second/foreign language learning. No attention seems to have been paid to determining the role of sex which has been considered an important variable by some of the researchers in developed countries (e.g. Jones, 1949²⁶³; 1950²⁶⁴; and Burstall, 1975²⁶⁵ in U.K., Smythe, Stennett and Feenstra, 1972²⁶⁶ and Naiman, Frolich, Stern and Todesco, 1978²⁶⁷ in Canada and Koosha, 1978²⁶⁸ in U.S.). Only one study (Karkia, 1979)²⁶⁹ seems to have studied the academic major as an important variable in second/foreign language study. The researcher found that both science and humanities students were instrumentally motivated towards EFL study. However, science students were more in favour of the retention of the teaching of English in the Iranian education system. Further research should clarify this finding.

3.5 Studies in Other Places

As mentioned earlier, this sub-section reviews the studies conducted in different parts of the world not included in the previous sections. This includes one study among elementary and junior high school students in Puerto Rico (Livoti, 1977)²⁷⁰, one study among Puerto Rican University students (Trieste, 1985)²⁷¹, one study involving college students in Spain (Aguirre-Carrasco, 1973)²⁷², a study of Belizean primary school students (Gordon, 1980)²⁷³ and two studies with international students at the University of Bergen, Norway (Svanes, 1987²⁷⁴; 1988²⁷⁵). All but

two studies involved students learning English as a second/foreign language, Svanes's (1987²⁷⁶; 1988²⁷⁷) studies being concerned with students learning Norwegian as a second language.

Livoti (1977)²⁷⁸ conducted a study among two hundred subjects randomly selected from 5th and 8th grade students from two schools in the municipality of Las Marias and two in the city of Ponce in Puerto Rico. The primary concern of the study was to investigate variables that might be associated with attitudes towards learning English as a second language in Puerto Rico. An attitude inventory developed by the investigator was used to measure the attitude of the subjects towards learning English as a second language; a language questionnaire, also developed by the researcher, was used to obtain data on variables that might have an effect on student attitudes towards learning English as a second language.

The results of the study revealed that the students were more instrumentally motivated towards learning English. In general, the students indicated that the learning of English in Puerto Rico was important because it would help them in their future work and enable them to secure better jobs. It would also help them in their school work. There was a significant difference in attitude towards learning English between fifth and eighth graders. The eighth graders tended to have a more positive attitude than the fifth graders. The girls were found to have a more positive attitude towards learning English than the boys.

Trieste (1985)²⁷⁹ conducted a study with a sample of 226 university freshmen ESL students from four different campuses throughout Puerto Rico. The first phase of this study was concerned with the assessment of the students' attitudes towards speakers of American English and speakers of Spanish, particularly Puerto Rican Spanish. The second phase of the study was concerned with investigating the relationship of several variables, primarily attitude towards speakers of American English and achievement in English. Attitudes were assessed using the matched guise technique. Achievement in ESL was measured by using the students' scores on the English Achievement Test of the College Entrance Examination Board test which all students are required to take prior to entering university in Puerto Rico.

The results of the study indicated that Puerto Rican university ESL freshmen had more positive attitudes towards speakers of American English than towards speakers of Spanish. The results also revealed that attitudes towards speakers of American English was a very poor predictor of ESL achievement. The results showed that Spanish achievement, the number of years spent in the United States, and the education of the head of the household were highly significant predictors of ESL achievement.

In a study of primary school teachers and undergraduate students attending a programme in teaching English at the Normal School in Las Palmas de Gran Canaria, Spain, Aguirre-Carrasco (1973)²⁸⁰ found that students scored high on both instrumental and integrative motivation in relation to achievement. The researcher concluded his study by stating that "it is not possible to prove

that integrative orientation (motivation) led to higher achievement than instrumental orientation, since most students (who) attained high scores (did so) on both kinds of orientation" (p. 154). The researcher attributed the differences between his results (the relationship of both instrumental and integrative motivation to achievement) and those of Gardner and Lambert's Canadian studies (the relationship of only integrative motivation to achievement) to the differences of the study setting and suggested that one cannot make a determination about how attitudes, motivation and achievement interact without regard to the social setting in which the language is being taught.

Gordon (1980)²⁸¹ conducted a study to investigate whether language learning aptitude and certain attitudinal and motivational variables were related to measures of achievement in written English. The subjects were 129 standard six boys and girls randomly selected from 17 primary schools in Belize, Central America. The students came from homes where two or three languages were spoken. The major criterion variables in this study were ratings on a letter, a composition and scores on a usage test. The major predictor variables were scores on the EMLAT, Modern Language Aptitude Test (Elementary, Carroll and Sapon, 1967)²⁸², and measures of attitudes and motivation. A modified form of the Attitude/Motivation Test Battery developed by Gardner and Smythe (1975a)²⁸³ was used in this study.

The results of the study demonstrated that language aptitude and motivation were distinct and independent factors related to achievement in English. Furthermore language aptitude was a

significantly better predictor of written English achievement than attitudes and motivation were. Language aptitude, motivation, integrativeness, attitudes towards the learning situation, attitudes towards the act of writing, and the degree of instrumentality were significantly correlated with achievement in written English. The results also showed that an integrative orientation correlated better with the students' scores on all three tests of written English than an instrumental orientation did. The more positive a student's attitude towards learning English, the greater the integrative orientation of the student the higher the motivation to learn English, and the more positive his/her attitudes towards English-speaking people and foreign languages in general.

In a study among international students enrolled in classes of 'Norwegian for foreign students' at the University of Bergen, Norway, Svanes (1987)²⁸⁴ investigated the influence of motivation on the learning of Norwegian as a second language. The subjects' motivation for studying Norwegian was assessed by a questionnaire consisting of 20 statements that expressed different reasons for learning Norwegian and for coming to Norway. Their proficiency was determined by the grades of the Level 2 examination in Norwegian which included essay, reading comprehension, listening comprehension, cloze test, and oral proficiency.

The results of the study failed to support Gardner and Lambert's findings concerning the importance of the integrative motivation. The results indicated a weak positive relationship between grades and integrative motivation. The researcher attributed these differences to the differences in methods used to

assess motivation and to the differences in the linguistic and cultural backgrounds of the students.

In a further study among international students learning Norwegian at the University of Bergen, Norway, Svanes (1988)²⁸⁵ investigated the relationship between attitudes, second language proficiency, and 'cultural distance'. The subjects' attitudes were assessed by three questionnaires, each consisting of the same 24 adjectives. They were asked to indicate on a five-point scale how well each one of the adjectives described respectively Norwegians, their fellow countrymen, and the ideal person. As a measure of the students' proficiency in Norwegian, the grades of the Level 2 examination were used.

The results of the study showed a negative relationship between attitude and language proficiency. The relationship was also negative between grades and 'cultural distance'; the greater the cultural distance, the poorer the grades. Although the results of this study are contradictory to the results of some other researchers (Gardner and Lambert, 1972²⁸⁶; Gardner et al. 1985²⁸⁷; Spolsky, 1969²⁸⁸), they are in agreement with the findings of Oller, Baca and Vigil (1977)²⁸⁹ and Oller, Hudson and Liu (1977).²⁹⁰

In this sub-section, we have reviewed two studies (Livoti, 1977²⁹¹ and Trieste, 1985²⁹²) conducted in Puerto Rico, one study conducted in Spain (Aguirre-Carrasco, 1973²⁹³), one study conducted by Gordon (1980)²⁹⁴ in Belize and two studies in Norway by Svanes (1987²⁹⁵; 1988²⁹⁶). One of the Puerto Rican studies (Livoti, 1977²⁹⁷) was conducted among teenagers learning English while the

other (Trieste, 1985²⁹⁸) was conducted among university students. Although these studies differed with respect to the nature of the subjects and the variables they studied, both the studies demonstrated that the subjects in their studies were instrumentally motivated towards learning English and that they showed a positive attitude towards learning the language. In one study (Livoti, 1977²⁹⁹) where sex differentiation was shown it was revealed that the girls had a more positive attitude towards learning English than boys.

In the Spanish study, Aguirre-Carrasco (1973)³⁰⁰ found that students scored high on both instrumental and integrative motivation in relation to achievement in the target language. In the Belizean study of primary school students, Gordon (1980)³⁰¹ found that those students who had more positive attitudes towards learning English and who were more integratively motivated achieved more in the English proficiency tests. In one of the Norwegian studies (Svanes, 1987³⁰²) suggested a weak positive relationship between proficiency and integrative motivation, while the other (Svanes, 1988)³⁰³ indicated a negative relationship between attitudes towards Norwegian and proficiency in the target language, suggesting the absence of integrative motivation among the subjects.

The differences in the results of the studies may be due to the differences in the social setting under observation, which suggests that one cannot have a clear understanding of how attitudes, motivation and achievement interact without taking into account the social setting in which the language is being learned Gardner

mentions that the social and cultural contexts of the various studies "would drastically influence the nature of the role played by affective variables in second language acquisition" (Gardner, 1980, p. 265).³⁰⁴ However, none of the studies reviewed in this section has examined the effects of parental and teachers' attitudes on students' attitudes and motivation in learning a second/foreign language. Although one study (Livoti, 1977)³⁰⁵ showed that girls had a more favourable attitude towards learning English than boys, it failed to show if this had any effect on their proficiency in the target language. Furthermore, none of the studies has considered the academic major as an important variable affecting students' attitudes and motivation.

3.6 Summary of the Literature Review

In this chapter, we have reviewed literature from different parts of the world. The studies reviewed have shown the role which aptitude, attitude, motivation, and a range of other variables play in second/foreign language learning. Admittedly, the various studies reviewed differed with respect to the nature and number of variables they investigated. Even though the same researchers worked on the United States and the Philippines studies (Gardner and Lambert, 1972)³⁰⁶ as part of a series of studies, and even though they were published together, the instruments used in all four studies were not the same. This points to a very real problem when attempting to compare the results of various studies. Researchers use a variety of instruments to measure attitudes, such as Likert scales, semantic differential scales, and the matched-guise technique. Sometimes researchers obtain two different results using

two different techniques in the same study (e.g. Spolsky, 1969).³⁰⁷ Items used on various scales are often changed from one study to another, and the kinds of attitudes investigated also vary. Sometimes the same item is interpreted in different ways in different studies. For example, in India Lukmani (1972)³⁰⁸ considers the desire to use the target language in travel as a sign of instrumental motivation to learn the language, whereas in Britain Burstall (1975)³⁰⁹ considers it as an indication of the integrative motive. This makes it difficult and at times impossible to compare the results of such studies. The problem is compounded by the fact that second/foreign language achievement or proficiency is often assessed in different ways, such as self-ratings, grades in L2 class, standardized tests, assessment of the target language skills by judges, or various combinations of these.

However, common to most of the studies discussed in this chapter is the documented conclusion that a relationship exists between attitudes, motivation and achievement in the target language. In general the studies demonstrate that while language aptitude tends to be primarily related to second/foreign language skills stressed in the classroom (i.e. vocabulary, grammar, etc.), an attitudinal/motivational dimension is mostly associated with communicating skills which could be strengthened outside the classroom (i.e. oral-aural skills). Nevertheless, this review points to two facts: (a) integrative motivation does not characterize the orientation of learners of a new language in all learning contexts, and (b) even when significant relationships have been found between motivation and proficiency, the motivation may not be directed towards integrating with native speakers of the

target language, nor are those relationships always strongest among those who are integratively rather than instrumentally oriented. Motivation to use English may predict language attainment for learners in a monolingual environment just as motivation to integrate with native speakers of a new language predicts proficiency in bilingual and bicultural environments.

What we have seen from this group of studies is that there is some question as to whether or not the integrative motive, as defined by Gardner and Lambert, can be expected to be predictive of language proficiency in all settings, due to the fact that learners' perceptions of what native speakers of the target language are like may be coloured by their relatively limited or non-existent contact with them. This limited experience may or may not be a matter of choice. In addition, the extent to which such contact is necessary comes into question; little evidence is found for a unique relationship between integrative motivation and successful language learning : the subjects in some studies (e.g. Chihara and Oller, 1978³¹⁰; Cooper and Fishman, 1977³¹¹; Lukmani, 1972³¹²; Pierson, Fu a d Lee, 1980³¹³) have in general not identified with the native speakers of the target language.

In spite of the amount of research devoted to the social psychological aspects of second/foreign language, there are many questions still unanswered owing to the disparity in results from study to study. These disparities seem to be influenced by the myriad of differences (e.g. level of the students, cultural setting, social setting, educational environment, the status of the native

language and the target language both locally and internationally) that have been present in research of this type.

One of the most important differences which might influence the overall results of the studies would seem to be the setting in which the studies take place. For example, a study in a social setting where the subjects are surrounded by the target language community and the target language that they are learning may yield different results from a study conducted in a setting where the subjects are surrounded by their native language and its culture. Furthermore, students in a university setting may be influenced in a different way from students in a school setting. These different environments may not only affect the students' achievement in the target language, but also his/her attitudes, motivation or both.

With the realization that these differences exist, the subsequent study was conceived, and a new monolingual social setting in which to gather information selected. It is expected that the findings of this study may help to further the development of a social-psychological theory of second/foreign language learning, particularly with respect to how attitudes and motivation are related to second/foreign language proficiency. Furthermore, none of the previous studies has taken into consideration the attitudes and motivation of the student, his/her parents, and his/her teachers together, although a few studies stated that in order to have a better understanding of the role of attitudes and motivation in second/foreign language learning, the attitude structures of at least three sets of individuals (student, parents, and teachers) should be looked at (see for example, Feenstra, 1969).³¹⁴ In the

present study, an attempt has, therefore, been made to examine the interaction of the attitudes and motivation of the three sets of individuals and their role in second/foreign language learning.

Though only a few studies (e.g. Colletta, 1982³¹⁵; Feenstra, 1967³¹⁶ and Gardner, 1960³¹⁷) have examined the influence of parental attitudes on second language learning, the findings in this respect seem to have been contradictory. While Feenstra, (1967)³¹⁸ and Gardner (1960)³¹⁹ observed a significant relationship between parental attitudes and those of the students, Colletta (1982)³²⁰ did not find any relationship between parental and student attitudes. The present study attempts to clarify their findings further.

Although information regarding the sex of the participant was generally included in many of the earlier studies, it was included as descriptive information of the sample rather than as a variable which may be related to how attitudes and motivation interact. Thus, only a few studies have considered sex as a variable affecting attitudes and motivation (e.g. Jones, 1949³²¹; 1950³²²; Burstall, 1975³²³; Bartley, 1970³²⁴; Hansen, 1981³²⁵; Koosha, 1978³²⁶; Livoti, 1977³²⁷; Naiman, Frolich, Stern and Todesco, 1978³²⁸; Smythe, Stennett, and Feenstra, 1972³²⁹). The findings in this respect appear to have been inconclusive, fragmentary and often contradictory. Jones (1949³³⁰; 1950³³¹), Bartley (1970)³³² and Livoti (1977)³³³ found that females had a more favourable attitude towards learning the second/foreign language learning but failed to show if this had any effect on their proficiency in the target language. Burstall (1975)³³⁴, Koosha (1978)³³⁵ and Smythe, Stennett and Feenstra (1972)³³⁶ observed that girls had more favourable

attitudes towards learning the second/foreign language and scored significantly higher than boys on all measures of proficiency in the target language, while Hansen (1981)³³⁷ and Naiman, Frolich, Stern and Todesco (1978)³³⁸ failed to find any association between sex, attitudes, motivation and proficiency in the target language.

None of the previous studies dealing with students learning a second/foreign language in a school have considered the academic major as a variable affecting students' attitudes and motivation towards learning a second/foreign language. Only two studies conducted among university students (Karkia, 1979³³⁹; Hansen, 1981³⁴⁰) have considered the academic major as a variable related to how attitudes and motivation interact. Karkia (1979)³⁴¹ found that science students were more in favour of the retention of English in the Iranian education system, but failed to show if it had any effect on their proficiency in the language. Hansen (1981)³⁴² observed that science majors achieved more in English proficiency tests, but failed to show if academic major (science/humanities) had any effect on attitudes and motivation towards learning a second/foreign language. The present study has included the academic major as a variable to examine whether it has any effect on the attitudes and motivation of school students learning a second/foreign language and to examine further the general applicability of the earlier findings among university students by Hansen (1981)³⁴³ and Karkia (1979)³⁴⁴ to the students learning the same language in a school situation.

It is with these problems that the present study is concerned. The study has been conducted among 240 tenth grade students drawn from eight high schools (4 high schools for boys and 4 high schools for girls) of Dhaka City, Bangladesh. The average age of the students as of September 1987 was 15. All of them have been studying English as a foreign language since they have been in the third grade in primary schools.

In the light of the objectives mentioned here and the reasons delineated in chapter one, the following hypotheses were formulated to guide the present investigation:

Hypothesis 1a. The reasons for learning English as a foreign language would be instrumental.

Hypothesis 1b. The more instrumentally (as opposed to integratively) oriented a student is while studying English, the greater his/her achievement in English.

Hypothesis 2. The association between different measures of attitude and motivation and achievement would be significant and positive.

Hypothesis 3. The more positive the attitudes of a student towards the learning situation, the greater his/her achievement in English.

Hypothesis 4. There would be significant differences in attitudes and motivation towards learning English and in achievement in the subject between boys and girls.

Hypothesis 5. There would be significant differences in attitudes and motivation concerning the learning of English between students with different academic majors.

Hypothesis 6. There would be a significant and positive relationship between the attitudes and motivation of the parents towards the language and the attitudes and motivation of the students towards learning the language.

Hypothesis 7. Since there is no exposure to the target language outside the classroom, and since the teacher is the prime user of the language, there would be a significant and positive association between the attitudes of the teachers towards the language and the students' attitudes and motivation towards learning the language.

We now turn to a description of the methodology that has been used to collect data for this investigation.

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Chapter Four

Methodology

This chapter describes the research methodology that has been used to explore the effect of attitudes and motivation on achievement in English as a foreign language in the present study. It has been organized into the following sections : sample, instrumentation, measures of attitude/motivation, measures of achievement in English, reliability and validity of the Achievement Test, data collection procedures, and data analysis.

4.1 Sample

The data for the investigation were gathered from 240 tenth grade students (equivalent to GCSE in the British education system) randomly selected from eight high schools (four high schools for boys and four high schools for girls) in Dhaka City, Bangladesh. The average age of the students in September, 1987 was 15. In order to ensure that the final sample consisted of 240 students, a large number of samples was taken and only those students who appeared at both the tests (the Attitude/Motivation Test and the Achievement Test) and whose parents completed the Attitude/Motivation Questionnaire were included in the final analysis. Thus, thirty students were selected from each school, half of them representing the students from the humanities group and half of them representing the science group. The students were selected in such a way that one-third of the group represented "superior" students in English, one-third "average" and one-third "poor". This restriction was

placed on the sampling distribution in order to ensure a wide variance of English language skills. However, these criteria could not be maintained in all cases, especially in the case of humanities groups because of the comparatively low enrolments in those groups, and in one school all the students of both groups had to be included because of the small number of enrolments in that school. It may be mentioned here that most of the parents in the urban areas insist that their children offer academic majors other than humanities because of the comparatively greater prospect of jobs in those fields. So the enrolment in the humanities group is generally relatively lower compared to that in the science group. Thus the sample may be considered to have been randomized more than was originally intended. This sample selection was done with the kind assistance of the Principals/Headmasters/Headmistresses and English Language Teachers of the respective schools.

Besides the data collected from the students, data were also collected from their parents in order to show the attitudes of the parents towards the language and their influence on the students' attitudes and motivation. As the language learning takes place in a solely formal context and there is no exposure to the target language outside the classroom and since the teacher is the prime user of the language, the present researcher believes that the teachers' attitudes towards the language may have a direct influence on students' attitudes, motivation and, ultimately their performance in the target language. Thus an attempt was made to collect data concerning the attitudes and motivation of the teachers from 32 English Language Teachers, four from each school. Unfortunately two teachers did not return their questionnaires. Thus the final sample

of informants participating in the present investigation consisted of 240 students, 240 parents and 30 English Language Teachers.

4.2 Instrumentation

Two major independent variables were defined for testing the hypotheses : student motivational orientation and various student attitude measures. The major criterion variables in this study were the scores on a structure test, a vocabulary test, a reading comprehension test and teacher-awarded marks.

The Instrumentation by which data were gathered for measuring the independent variables planned for this study followed that developed by Gardner, R.C. (1985b)¹.

4.2.1 Measures

Measures of Attitude/Motivation : A modified form of the Attitude/Motivation Test Battery developed by Gardner (1985b)² was used in this study.

It may be noted here that due to the nature of the student sample in the present study and the relatively controlled language learning context, the role of attitude towards native speakers of English cannot be measured. It is worth noting here that there is no exposure to the target language outside the classroom and scarcely one in a million has the chance of seeing a native speaker of English, let alone having day to day interaction with him/her.

Although born, brought up and educated in the city of Dhaka, the researcher in the present study did not have the opportunity of speaking with a native speaker of English until he met the British Education Officer in the British High Commission in Tripoli, Libya in 1976 at the age of 27, six years after completion of his Master's Degree from the University of Dhaka. Moreover, attitudes towards the speakers of a language do not necessarily reveal what a person feels about the language itself. It seems to be a fallacious assumption that when students display certain attitudes towards the language community or culture, they also display the same attitudes towards the language itself. Previous research has also demonstrated that students may have one set of attitudes towards the native speakers of the target language and its culture, and a diverse set of attitudes towards learning the language itself (Sharp et.al., 1973).³

Moreover, the assumption of integration with the native speakers of the target language is also confusing; if anyone learns English as a second/foreign language, with which people and cultures of the English speaking nations would he like to integrate himself? Does he want to integrate himself with the British people and culture or the American people and culture, or with Australians, South Africans, or New Zealanders? All of these people speak English as their native language. The number of peoples and nations speaking English as natives and the growth of English as an international language may confuse anyone who has the motive to integrate with English speaking people because the speakers of English as a second language are much more numerous than the native speakers of English - and may even result in wishing to integrate

with other 'foreigners'. Moreover, in the words of Ingram (1975, p. 280)⁴ "People do not have to like language learning ... though this helps ... and they do not have to like the nation whose language they are learning, though this helps too; but as long as economic or sound circumstances require successful language learning, determined people will learn."

Furthermore as the target language was English, minor consequential adjustments had to be made in the Attitude/Motivation scales, which were originally developed for French as the target language. For example, the item "Learning French is really great" was replaced by the item "Learning English is really great." Some other changes in the instrument had to be made in view of the new sociolinguistic context of the study. This included, besides other changes, omission of some items from different scales. For example, two items

(a. "Even though Canada is relatively far from countries speaking other languages, it is important for Canadians to learn foreign languages", and b. "If I planned to stay in another country, I would make a great effort to learn the language even though I could get along in English") from the scale, "Interest in Foreign Languages" and two items (a. "My parents feel that because we live in Canada, I should learn French", and b. "My parents feel that I should continue studying French all through school") from the scale, "Perceived Parental Encouragement" were omitted.

The items in each scale of the instrument were randomly distributed throughout a questionnaire.

The item formats included the Likert, Semantic differential, and multiple-choice scales. The Likert Scale required students to circle one of the seven alternative responses "Strongly Disagree", "Moderately Disagree", "Slightly Disagree", "Neutral", "Slightly Agree", "Moderately Agree" and "Strongly Agree" which followed each of the statements. The Semantic differential scales required students to identify their attitudes towards an object or concept by selecting one point along a seven point scale defined by bipolar adjectives at opposite extremes in a manner suggested by Osgood, Suci and Tannenbaum (1957).⁵ The students responded to the multiple-choice scales by circling the alternative they felt described them best.

After developing the instrument, it was translated into Bengali, the mother tongue of the students. The questionnaire was translated by the present researcher and revised by Mr. Anwarul Haque, B.A. (Hons.), M.A. (Dhaka), Associate Professor of English and Member Directing Staff (Languages) of the National Institute of Educational Administration, Extension and Research, Dhaka, Bangladesh. The directions for answering the questionnaire were simplified and each part of the questionnaire was preceded by clear directions as to how to answer the items in that part. Moreover, an oral explanation by the researcher was provided before the students were asked to answer each part of the questionnaire. They were urged to ask about any item that was not clear to them before responding to it. The researcher was far from being suggestive of any response. The students were also assured that their answers would remain confidential and that nobody in the school would see or evaluate them.

4.2.1.1 The Attitude/Motivation Questionnaire (Students)

As mentioned previously, the students' Attitude/Motivation Questionnaire consisted of Likert, Semantic differential, and multiple-choice scales (see Appendix A).

The subscales using ^aLikert (1932)⁶ seven alternative response format are as follows:

1. Attitudes towards Learning English. This scale consisted of five positively worded items and five negatively worded items. Students were asked to indicate, along a seven point scale, their feelings about each. The scale ranged from "Strongly Disagree" to "Strongly Agree". A high score (maximum = 70) indicates a positive attitude towards learning English.

2. Interest in Foreign Languages. This measure consisted of eight positively worded items designed to assess the students' general interest in studying foreign languages. No specific language was mentioned in the items. Students were asked to respond to each on a seven point scale. Each student's score was the sum of the number of points earned on each question ranging from 1 to 7, with a high score (maximum = 56) indicating a high degree of interest in learning foreign languages.

3. Integrative Orientation. This scale was composed of four items, each emphasizing the importance of learning English as a means of facilitating social interaction with people who speak

English or languages other than the students' own. A high score on this scale (maximum = 28) indicates that a student endorses integrative reasons for studying English.

4. Instrumental Orientation. In this scale students were presented with four items which stressed the pragmatic or utilitarian value of learning English. A high score (maximum = 28) indicated that a student endorsed instrumental reasons for learning English.

5. English Class Anxiety. This scale consisted of five items measuring the students' degree of discomfort while participating in the English class. A high score (maximum = 35) indicates a high degree of discomfort.

6. Perceived Parental Encouragement. These eight positively worded items assess the extent to which students feel their parents support them in their study of English. A high score (maximum = 56) indicates a high level of perceived parental encouragement.

The following three subtests were presented in the form of a multiple choice test in which students would circle the alternative they felt described them best. The items for the three subtests were presented randomly on the students' questionnaire (see Appendix A, Questionnaire Part II). The three subtests are:

7. Motivational Intensity. This measure consisted of ten multiple choice items designed to measure the intensity of a student's motivation to learn English in terms of work done for

classroom assignments, future plans to make use of and study the language, etc. A high score (maximum = 30) on this scale represents a self report of a high degree of effort spent in learning the language.

8. Desire to Learn English. Ten multiple choice items evaluating the desirability of learning English made up this scale. A high score (maximum = 30) is indicative of the students' perception of the desirability of learning English. The scale differs from the Motivational Intensity scale in that it attempts to index, in a general sense, the degree to which a student reports that he/she wants to learn English, whereas the former scale aims to ascertain how much work a student actually performs in his/her English language studies.

9. Orientation Index. This subtest consisted of one item. Students were presented with four possible reasons for studying English, two of which stressed its instrumental and two its integrative value. This subtest has been scored dichotomously. Students selecting either instrumental reason as their first choice were scored 1; those selecting either integrative reason as their first choice were scored 2.

Eight subtests were assessed by means of a Semantic differential format (Osgood, Suci and Tannenbaum, 1957)⁷. The concepts, My English Teacher and My English Course were each rated on 25 Semantic differential scales (see Student Questionnaire Part III in Appendix A), and for each concept four scores were derived. These are:

10. English Teacher-Evaluation. The ratings on 10 evaluative scales were summed to reflect the students' general evaluative reactions to their English teacher. The items were scored in the direction indicated below such that a high score (maximum = 70) indicated a positive evaluation. The evaluative scales were friendly-unfriendly, reliable-unreliable, considerate-inconsiderate, good-bad, pleasant-unpleasant, efficient-inefficient, polite-impolite, sincere-insincere, dependable-undependable, and cheerful-cheerless.

11. English Teacher - Rapport. Teacher-pupil rapport was measured by five scales. The higher the score (maximum = 35) on this subtest, the greater the perceived rapport and warmth of the teacher. The scales, keyed in the "rapport" direction are trusting-suspicious, sensitive-insensitive, approachable-unapproachable, patient-impatient, and interested-disinterested.

12. English Teacher - Competence. Students perception of their teachers' competence was captured on five scales. A high score (maximum = 35) reflects a high degree of perceived competence. The scales are : organized-disorganized, industrious-unindustrious, intelligent-unintelligent, capable-incapable, and competent-incompetent.

13. English Teacher - Inspiration. Students rated the extent to which they felt that their teachers inspired them to learn English. Five scales comprised this measure. High scores (maximum = 35) are indicative of high levels of inspiration and interest. The scales were colourful-colourless, imaginative-unimaginative, exciting-dull, fascinating-tedious, and interesting-boring.

14. English Course-Evaluation. The students' general evaluative reactions to their English courses were assessed with 10 scales scored in such a way that the higher the score (maximum = 70) the more positive a student's evaluation of the course is seen to be. The scales are : good-bad, agreeable-disagreeable, pleasurable-painful, satisfying-unsatisfying, nice-awful, pleasant-unpleasant, enjoyable-unenjoyable, rewarding-unrewarding, valuable-worthless, and appealing-unappealing.

15. English Course - Difficulty. Ratings on five scales were summed to provide an estimate (maximum = 35) of the perceived difficulty of the course. A high score indicates that the students consider the course to be easy and a low score indicates that the students consider the course to be difficult. The scales are : simple-complicated, elementary-complex, effortless-hard, clear-confusing, and easy-difficult.

16. English Course - Utility. Five scales comprised this subtest. A high score (maximum = 35) is associated with a high level of perceived utility. The scales are: educational-non-educational, meaningful-meaningless, necessary-unnecessary, useful-useless, and important-unimportant.

17. English Course - Interest. Five scales were summed to show that the higher the score (maximum = 35) the more interest students had in the course. The scales are: fascinating-tedious, absorbing-monotonous, exciting-dull, interesting-boring and colourful-colourless.

18. Reactions to Learning English. In order to ascertain whether the students considered learning English important and why, they were asked to respond to an open question, which appears in Student Questionnaire Part IV in Appendix A.

19. Sex. This variable has been included in the present study to determine any influence that a student's sex would have on his/her attitudes, motivation and proficiency, and to see if a differentiation exists between the sexes. Boys were coded as 1, girls as 2.

20. Academic Major. This variable has been included to see if the academic major of the students will affect their motivation to learn English. It should be mentioned here that students choose their academic majors, e.g. Science, Humanities, Home Economics, Commerce, etc. while at the ninth grade in high School. The present study investigates the students from the science and humanities groups only because these are the two principal academic majors which both boys and girls usually offer.

4.2.1.2 The Attitude/Motivation Questionnaire (Parents)

Within the immediate social milieu of the student there is one common variable which may influence second/foreign language learning: parental attitude towards the foreign language and the group that uses it. Several studies (e.g. Feenstra, 1967⁸; Gardner, 1960⁹; 1968a¹⁰) indicate that parental attitude is reflected in the students' attitudes. If parents' attitudes towards foreign people are positive, the student will adopt those attitudes and therefore

achieve more in his/her second/foreign language courses than the student whose parents foster negative attitudes. Feenstra (1969, p. 5)¹¹ points out that "in the area of motivation, one of the more potent variables appears to be the attitude structures of at least three sets of individuals : the student, his parents, and his teachers." Carroll (1967)¹² also has suggested the importance of the attitude of parents. In his study of foreign language majors, he found that:

.....the greater the parents' use of the foreign language in the home, the higher were the mean scores of the students. Thus, one reason why some students reach high levels of attainment in a foreign language is that they have home environments that are favourable to this, either because the students are better motivated to learn or because they have better opportunities to learn (p. 138).

This finding supports Gardner (1960)¹³ who showed that Montreal Anglophone students were apparently reflecting their parents' attitudes to Francophones; in a later study, Feenstra (1967)¹⁴ shows a clear relationship between Montreal English-speakers' attitudes to the French Canadian community and their children's achievement in learning French.

Many researchers, including Gardner (1968¹⁵; 1977¹⁶; 1979¹⁷), Gardner and Lambert (1972)¹⁸, Gardner and Smythe (1975b)¹⁹ and Livoti (1977)²⁰ all note the influence of parental encouragement in language learning.

In order to show the attitudes of the parents towards the target language and their influence on students' attitudes, a parent

questionnaire was devised by the present researcher. The questionnaire was modelled after Colletta (1982)²¹. Since the target language in the present study is English, minor consequential adjustments had to be made in the questionnaire, which was originally developed for French as the target language.

For example, the item "Studying French can be important because it would allow my child to meet and converse with more and varied people" (an item in the Integrative Orientation Scale) was replaced by "Studying English is important because it will allow my child to meet and converse with more people and with more varied people."

Some other adaptations and modifications had to be made in view of the new social setting being studied. These included omission of some scales from the original Attitude/Motivation Battery of Colletta (1982)²² and the introduction of some new scales in the present study. The scales, such as ethnocentrism, future orientation and attitudes towards the native speakers of the target language (Attitudes towards French Canadians) were excluded and some new scales such as attitudes towards learning English and an orientation index were introduced. Included with the parent questionnaire was a general information sheet which requested the following information : age, mother tongue, level of education completed and occupation. Like the Student-Questionnaire, the Parent-Questionnaire was also translated into Bengali by the present researcher and revised by the expert mentioned in Section 4.2.1.

The Parent Questionnaire included the following scales. (Details of the items in the different scales are given in the Parent Questionnaire in Appendix B).

Parent-Questionnaire Part I (see Appendix B) presents the items for five subtests using a Likert (1932)²³ seven alternative response format. In each case, individuals were presented with the item followed by the seven alternatives. Individuals circled the alternative which best indicated their personal feelings. The subscales using this format are as follows:

1. Parental Attitudes towards Learning English. This is a six item scale. Three of the items were positively worded, while three expressed negative sentiments. A high score (maximum 42) indicated a positive attitude towards learning English.

2. Parental Interest in Foreign Languages. This measure consisted of five positively worded items (maximum = 35) designed to assess the parents' general interest in studying foreign languages. No specific language was mentioned in the items. A high score indicated a high degree of interest in foreign languages.

3. Parental Integrative Orientation. This was a four item scale (maximum = 28) designed to assess the degree to which the parent thinks that learning English will enable his child to communicate better with and become knowledgeable about the people who speak English. A high score indicated that the parent endorsed integrative reasons for learning English.

4. Parental Instrumental Orientation. Parents were presented with four items which stressed the pragmatic or utilitarian value of learning English. A high score (maximum = 20) indicated that the parent endorsed instrumental reasons for learning English.

5. Parental Encouragement. This was a five item scale designed to assess the degree to which the parent thought he encouraged his child in general ways to study English. A high score (maximum = 35) indicated a high level of parental encouragement.

Three subtests were presented in the form of a multiple choice test in which parents circled the alternative they felt described them best. The items for the three subtests are presented in Parent Questionnaire Part II-A and B (see Appendix B). The three subtests are:

6. Parental Motivational Intensity. This measure consisted of five multiple choice items designed to measure the amount of effort the parent expended in helping his child to study English. A high score (maximum = 15) represented a parent's self report of a high degree of effort expended in helping the child to study English.

7. Parental Desire to Learn English. This is a five item scale designed to assess the degree to which the parent would like to be able to learn English. A high score (maximum = 15) expressed a strong desire to learn English.

8. Parental Orientation Index. This subtest consisted of one item. Parents were presented with four possible reasons for their child learning English. Parents were asked to rate the four alternatives on the basis of the reasons for having their child study English. Each parent would then be classified as being either "instrumentally" or "integratively" oriented depending upon the

alternative listed as the first choice. For the purpose of this study an instrumental orientation was listed as "1" and an integrative orientation as "2". This scale has been adapted from Feenstra (1967)²⁴

4.2.1.3 The Attitude/Motivation Questionnaire (Teachers)

Since the language learning takes place in a totally formal context with no exposure to the target language outside the classroom and the teacher being the prime user of the language, the present researcher believes that there would be a significant and positive association between teachers' attitudes towards the English language and students' attitudes and motivation to learn the language.

After reviewing the work of Gardner (1968b)²⁵ a questionnaire was developed by the present researcher to assess teacher attitudes.

The Teacher Questionnaire included the following scales. (Details of the items in different scales are given in the Teacher Questionnaire in Appendix C).

Teacher Questionnaire Part-I (see Appendix C) presents the items for five subtests using a Likert (1932)²⁶ seven alternative response format. In each case individuals were presented with the item followed by the seven alternatives. Individuals circled the alternative which best indicated their personal feeling. The subscales using this format are as follows:

1. Teachers' Attitudes towards Learning English. This is a six item scale. Three of the items were positively worded, while three expressed negative sentiments. A high score (maximum = 42) indicated a positive attitude towards learning English.

2. Teachers' Attitudes towards English as a subject in the school curriculum. Teachers' general evaluative reactions to English as a subject in the school curriculum were assessed with six scales scored such that the higher the score (maximum = 42), the more positive a subject's evaluation of the course.

3. Teachers' Interest in Foreign Languages. This measure consisted of six positively worded items (maximum = 42) designed to assess the teachers' general interest in studying foreign languages. No specific language was mentioned in the items. A high score indicated a greater interest in foreign languages.

4. Teachers' Integrative Orientation. This was a four item scale (maximum = 28) designed to assess the degree to which the teacher thinks that learning English will enable his/her students to communicate better with and become knowledgeable about the people who speak English. A high score indicated that the teacher endorsed integrative reasons for their students' learning English.

5. Teachers' Instrumental Orientation. Teachers were presented with four items which stressed the pragmatic or utilitarian value of learning English. A high score (maximum = 28) indicated that the teacher endorsed instrumental reasons for their students' learning English.

The following subtest was presented in the form of a multiple choice test in which teachers were requested to rank the alternatives from '1' to '4' as they applied to them.

6. Teachers' Orientation Index. This subtest consisted of one item. Teachers were presented with four possible reasons for their students learning English. Teachers were asked to rate the four alternatives on the basis of the reasons for having their students study English. Each teacher would then be classified as being either "instrumentally" or "integratively" oriented depending upon the alternative which would be listed as the first choice. For the purpose of this study an instrumental orientation was listed as "1" and an integrative orientation as "2".

After developing the Attitude/Motivation Questionnaire for the students, the parents and the teachers, these were given to nine judges, including the supervisor of the present study, to judge each item's relevance to the construct of attitudes and motivation to learn English. The names of the judges are given in Appendix D.

4.2.2 Measures of Achievement in English

The present study also required an assessment of the achievement of each student. This was accomplished by a three-part test reflecting the objectives of the curriculum of the Bangladeshi high schools. The test used in the present study was prepared by the members of the English Language Teaching Task Force set up by the Ministry of Education, Government of the People's Republic of Bangladesh by an order No. 5/7AS-38/7 dated 27.10.75 in order to

seek information about English language teaching at secondary, higher secondary and teacher training levels. This test was used by the present researcher for several reasons. Firstly, the test was designed by English language teaching specialists (their names appear in Appendix E) in Bangladesh, keeping in view the objectives of the curriculum of the high schools of the country. Secondly, the test purports to determine the students' skills in three principal aspects:

- a. knowledge of the structure and grammar of the English language;
 - b. the range of vocabulary known to the students;
 - c. the students' capability to understand what they read in the language, i.e. reading comprehension.
- Thirdly, this test was validated and standardized on samples of high school students from different schools of Dhaka city in Bangladesh. And finally, the tests were as objective as possible and allowed for easy and accurate marking which produced results amenable to clear interpretation.

The three parts of the test are as follows:

- a. Structure Test. This test consisted of 32 multiple choice items covering structures which students at this stage are assumed to have mastered. The 'objective test' format was used and an effort was made to put the test items in the context of a brief narrative-cum-conversation, so that, as far as possible, 'language in use' would be tested rather than unrelated items of structure. A time limit of 35 minutes was set for the test. For details of the items in the Structure Test see Appendix F.

b. Vocabulary Test. This was a test consisting of 20 multiple choice items. This test would show the range of vocabulary the students had mastered at this stage. The words in this test were chosen mostly from books taught at earlier stages. A limit of 25 minutes was set for this test. Details of the vocabulary test items can be found in Appendix F.

c. Reading Comprehension Test. A special passage written using sentence structures and words found in their books was used to test the reading comprehension ability of the students. This passage dealt with an adventure in the life of a young boy, Ali Ahmed. This was also set in the multiple choice item format with a time limit of 30 minutes. For details of the Reading Comprehension Test see Appendix F.

All of these tests were administered in one session. In addition to the scores on the above three tests, Teacher-awarded marks for each student in the Half-yearly Examination in 1987 were obtained by the researcher from the English language teachers of the respective schools. The purpose of this exercise was to test the validity of the achievement test used in the current study.

4.2.2.1 Validity of the Achievement Test

One of the most important notions in any test evaluation is the validity of the test scores. The validity of any test is the extent to which it actually measures what it is designed to measure, as

well as how effectively it does so. Lorge and Thorndike (1959, p. 18)²⁷ cited in Gordon (1980, p. 67)²⁸ suggest that "the validity of a test may be considered under two main headings : rational and statistical."

Rational validity

This refers to the degree to which a test seems to be doing the job for which it is designed. Rational validity is the same as content validity. In this case, content validity is the extent to which the content of the test constitutes a representative sample of items designated as among the goals of instruction in English in the high schools in Bangladesh. Freeman (1962)²⁹ states that content validity is a matter of expert judgement. That is, the evaluation of the merit of a test rests ultimately upon the judgement of specialist teachers in the subject and specialists in test construction. As mentioned before in Section 4.2.2, the test used in the present study was prepared by the members of the English Language Teaching Task Force set up by the Ministry of Education, Government of the People's Republic of Bangladesh. All the members of the Task Force were actively employed in English language teaching and the test was constructed in the light of the objectives of the curriculum and the system of examination prevalent in the country. The judgement of the experts, therefore, constitutes the basis for the content validity of the test.

Statistical Validity

According to Lorge and Thorndike (1959)³⁰, this refers to the statistical relationships of a test with some other measures such as another test, school grades or teachers' ratings. Pearson's Product-moment correlation coefficients among the different parts of the Achievement Test and teacher awarded marks were obtained in order to show the statistical validity of the Achievement Test used in the present study. Product-moment correlation coefficients among the Achievement Test Scores and Teacher awarded marks are shown in Table 4.1.

Table 4.1 : Pearson's Product-Moment Correlation Coefficients computed among the different measures of Achievement Test and Teacher awarded marks

| | Structure Test | Vocabulary Test | Reading Comprehension | Teacher Awarded Marks |
|--|----------------|-----------------|-----------------------|-----------------------|
| Structure Test | 1.0000 | .69** | .52** | .71** |
| V cabulary Test | | 1.0000 | .54** | .69** |
| Re ding Comprehension | | | 1.0000 | .60** |
| Teacher awarded marks | | | | 1.0000 |
| N = 240 Level of Significance * p<.01 ** p<.001 | | | | |

The correlations between the different measures of the Achievement Test and the Teacher awarded marks were .71, .69 and .60 respectively (significant at $p<.001$). Scores on the Structure Test correlated .69 with the Vocabulary Test and correlated .52 with the Reading Comprehension Test. The correlations between the Vocabulary

Test and the Reading Comprehension Test were .54. Again, all these correlations were significant at $p < .001$. The findings indicate that the Achievement Test used in the present study may be regarded as having sufficient statistical validity.

4.2.2.2 Reliability of the Achievement Test

The reliability of any achievement test lies in its ability to measure attainment accurately and consistently. In a sense, reliability is a part of validity, for as Green (1963)³¹ suggests, a test with a high validity (i.e. a test which measures what it was designed to measure) should measure that quality consistently and accurately. In fact, reliability can be defined as "the extent to which a test produces consistent results when administered under similar conditions" (Hatch and Farhady, 1982, p. 244).³² Consistency of results is the basic concept of reliability of a test.

The reliability of the Achievement Test used in the present investigation was determined by calculating the internal consistency by using the KR-20 formula as mentioned in Baker (1989, p. 61).³³ Internal consistency methods were used to assess reliability because they required that the tests be administered only once. The reliability coefficient for the different measures of Achievement (a. Structure Test, b. Vocabulary Test and c. Reading Comprehension Test) were .84, .94 and .90 respectively (see Table 4.2). According to Nelson (1970, p. 45)³⁴ "the higher the index of reliability, the more nearly the scores obtained approximate true scores... The lower the index of reliability the less confidence can be placed in the

scores as true measures of what the test is attempting to measure." Reliability data is presented in Table 4.2.

Table 4.2 : Reliability Coefficient for the Achievement Test used in this study

| | Internal consistency reliability |
|----------------------------------|--|
| Structure Test | .84 |
| Vocabulary Test | .94 |
| Reading Comprehension Test | .90 |

As all of the measures of the Achievement had relatively high reliability coefficients, the Achievement Test used in the study may be considered to have acceptable internal consistency reliability.

Table 4.3 presents coefficients of inter correlations computed among the three parts of the Achievement Test.

Table 4.3 : Coefficients of Intercorrelations among the different parts of the Achievement Test

| | Structure Test | Vocabulary Test | Reading Comprehension Test |
|-------------------------------|-------------------|--------------------|----------------------------------|
| Structure Test | 1.0000 | .69** | .52** |
| Vocabulary Test | | 1.0000 | .54** |
| Reading Comprehension Test | | | 1.0000 |

N = 240

Level of Significance * $p < .01$
** $p < .001$

An examination of Table 4.3 shows that the inter correlations are relatively high (ranging from $r = .52$ to $r = .69$), particularly between Structure Test and Vocabulary Test ($r = .69$), between the Structure Test and the Reading Comprehension Test ($r = .52$), and between the Vocabulary Test and the Reading Comprehension Test ($r = .54$). The results indicate that all subtests contribute to the overall measurement of achievement in English on this test.

Briefly, the Achievement Test used in this study was statistically reliable.

4.3 Data Collection Procedures

Data for this study were collected during September - October, 1987. The researcher made contact with the Principals/Headmasters/Headmistresses of the schools participating in this study. The objectives and methods of the study, including the questionnaire, were explained thoroughly to the school authorities and the dates for the administration of the Attitude/Motivation Questionnaire and the Achievement Tests were set according to the convenience of both the school authorities and the researcher. However, all the school authorities required the tests to be administered on two successive days. On the first day in each school the Attitude/Motivation Questionnaire was administered; on the second day, the Achievement Test was administered. For the schedule of the administration of the Attitude/Motivation Questionnaire and the Achievement Tests see Appendix G.

Tests and questionnaires were administered in the regular classrooms during the normal class time. All tests were administered by the researcher, assisted by an assistant who had been trained by the researcher. The researcher read the general instructions for the Attitude/Motivation Questionnaire and the Achievement Tests to the students before they were asked to answer them. All materials except the Achievement Tests were printed in Bengali, the mother tongue of the students. No time limit for the completion of the Attitude/Motivation Questionnaire was set, but most students responded in 50 to 60 minutes time. A time limit of one hour and a half was set for the Achievement Test.

Parent questionnaires were sent home with the students. The parent questionnaire package included one questionnaire and a letter outlining the general purpose of this study, assurances of confidentiality and a request for participation (see Appendix B). The parents were also requested to complete their questionnaire and return the sealed questionnaire, via their children to the head of their child's school, from where they were collected by the researcher. Like the students' questionnaire this questionnaire was also translated into Bengali.

Teacher questionnaires were given to the heads of the schools studied for distribution among the English language teachers and the researcher subsequently collected the completed questionnaires from the school authorities. Like the parent questionnaire package, the teacher questionnaire package also included one questionnaire and a letter outlining the general purpose of the study, assurances of confidentiality and a request for participation (see Appendix C).

The Questionnaires and the Achievement Test used in this study were scored by hand, and the raw data were entered on computer cards. Total scores were computed on each of the subtests for each individual sample.

4.4 Data Analysis

The major statistical analyses were computed using a system of programmes known as Statistical Packages for the Social Sciences (SPSSX). The analysis techniques used to yield the necessary statistical information are as follows:

1. Descriptive statistics were collected to determine the consistency of the data.
2. Correlation coefficients, using Pearson correlation, were determined to obtain the correlation among all variables. Specifically of interest were correlations between each of the independent variables with the different measures of dependent variable and correlations among the four measures used to gauge the dependent variable.
3. Factor analysis was performed to summarize the correlational patterns.
4. The frequencies and percentages of responses were computed to indicate the frequency of responses.

5. Students' t-test between independent means was computed for attitudinal/motivational variables and for the achievement scores in order to investigate the possible effect of gender and academic major on attitudes/motivation and achievement.

6. The level of significance set for the statistical tests in the study was set at the .01 level.

In the next chapter we will concentrate on the presentation and discussion of the results of this study.

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Chapter Five

Presentation of the Findings

As stated in chapter one, the primary purpose of this study was to examine the relationship between Bangladeshi high school students' motivational orientation and their achievement in English. Another purpose of this study was to determine whether the students considered learning English important and why. This chapter, which presents the results of the analyses of the data has been divided into twelve sections. The first section discusses the methods of analysin the data for testing the hypotheses. In the next eight ections an analysis of each hypothesis is discussed together with an interp etation of the results in each of the sections. Students' reac 'ons to learning English are presented in the tenth section while the eleventh section presents the results of the factor analys.s. S me additional findings are presented in the last se tion of the chapter.

5.1 Methods of Analysis

In discussing the methods of analysis of the data for this study, it is convenient to group the hypotheses that required the same statistical tests.

Hypothesis 1a. The reasons for learning English as a foreign language would be instrumental.

This hypothesis was tested on the basis of the students' responses to a variable which was scored dichotomously. Hence distribution of frequency of responses was used to test the hypothesis.

Hypothesis 1b. The more instrumentally (as opposed to integratively) oriented a student is while studying English, the greater his/her achievement in English.

Hypothesis 2. The association between different measures of attitude and motivation and achievement would be significant and positive.

Hypothesis 3. The more positive the attitudes of a student towards the learning situation, the greater his/her achievement in English.

Hypothesis 6. There would be a significant and positive relationship between the attitudes and motivation of the parents towards the language and the attitudes and motivation of the students towards learning the language.

Hypothesis 7. Since there is no exposure to the target language outside the classroom and the teacher is the prime user of the language, there would be a significant and positive association between the attitudes of the teachers towards the language and the students' attitudes and motivation towards learning the language.

These five hypotheses were all analyzed using the Pearson product-moment coefficient of correlation. As Kerlinger (1986)¹ explained, such tests are used to "express the extent to which the pairs of sets of ordered pairs vary concomitantly. In effect, they tell the researcher the magnitude and (usually) the direction of the relation" (p. 134). For hypothesis 1b, students' scores on integrative and instrumental orientations were correlated ~~with~~ their scores on different measures of achievement in English. For hypothesis 2 students' attitude/motivation scores were correlated ~~with~~ their achievement scores in English. For hypothesis 3 students' scores on attitudes towards the learning situation (attitudes towards the English language teachers and the English language course) were correlated with their scores on different measures of achievement in English. For hypothesis 6, correlations were measured to determine the strength and direction of the relationships between parents' and students' attitude/motivation scores. Likewise for hypothesis 7, correlations were computed to determine the strength and direction of the relationships between students' and teachers' attitude/motivation measures. All these analyses were carried out using one-tailed tests since the hypotheses under investigation were directional.

Hypothesis 4. There would be significant differences in attitudes and motivation towards learning English and in achievement in the subject between boys and girls.

Hypothesis 5. There would be significant differences in attitudes and motivation concerning the learning of English between students with different academic majors.

These hypotheses were tested using Students' t-test to compare the means of the two groups. For hypothesis 4, the t-test compared the mean scores of boys with those of the girls. For hypothesis 5, the t-test compared the mean scores of science students with those of humanities students. All these analyses were done using two-tailed tests since the hypotheses under investigation were non-directional.

Students' t-test is a statistical technique which is used when a research hypothesis is to be tested by comparing the means of two groups of populations. There are certain assumptions which have to be met while using the t-test. They are (a) the subject is assigned to one (and only one) group in the experiment, (b) the scores on the independent variable are continuous and that there are only two levels to the variable (i.e., only two means), (c) the variances of the scores in the populations are equal and the scores are normally distributed (Butler, 1985;² Hatch and Farhady, 1982³).

In addition to the above mentioned statistical techniques for testing the hypotheses, factor analysis was also performed to summarize the correlational patterns observed in the study. The main objective of the factor analysis was to see whether some underlying pattern of relationships existed. Norusis (1985)⁴ defines factor analysis as

a statistical technique used to identify a relatively small number of factors that can be used to represent relationships among sets of many interrelated variables (p. 125).

For example, variables such as scores on a battery of modern language aptitude tests may be expressed as a linear combination of factors, such as auditory alertness, sound-symbol association ability, vocabulary knowledge, sensitivity to grammatical structures and the rote memory aspect of the learning of foreign languages. Factor analysis helps identify these underlying, not directly observable constructs, and as such is useful for studies similar to that being carried out in the present research because of the multiplicity of variables and subjects. The purpose of using factor analysis in this study was to obtain, from a large number of variables, a small number of factors accounting for achievement in learning English.

The particular analytic procedure used in this study was the principal axis factor matrix followed by Normalized Varimax rotation (Kaiser, 1958)⁵. Horst (1965)⁶ noted that the principal axis factor matrix is the most popular and most frequently used method. Gardner and Lambert (1972)⁷ have used the principal axis factor analysis method throughout their studies of social factors contributing to success in second language learning.

5.2 Hypothesis 1a

Hypothesis 1a stated that the reasons for learning English would be instrumental. The hypothesis was tested by examining the distribution of frequencies of responses to variable 9 (Orientation Index). This variable consisted of one item. Students were presented with four possible reasons for studying English, two of which stressed its instrumental value and two its integrative value.

This subtest has been scored dichotomously. Students selecting either instrumental reason as their first choice are scored 1; those selecting either integrative reason are scored 2. Frequency distribution of responses to the variable concerned is presented in Table 5.1.

Table 5.1 : Frequency Distribution of Responses to Variable 9
(Orientation Index)

| Name of Variable | Value | Frequency | Percent | Valid | Cum Percent |
|---------------------|-------|-----------|---------|-------|----------------|
| Orientation Index | 1 | 152 | 63.3 | 63.3 | 63.3 |
| (1 for instrumental | 2 | 88 | 36.7 | 36.7 | 100.0 |
| 2 for integrative) | | 240 | 100.0 | 100.0 | |

The distribution of frequency presented in Table 5.1 shows that out of 240 students, 152 chose instrumental reasons for learning English while 88 students selected integrative reasons for their studying English. In other words, 63.3% of the students thought that they were learning English because of its utilitarian value while 36.7% of the students believed they were learning English for integrative reasons. In view of the above findings the hypothesis may be considered to have been accepted.

Comments

Hypothesis 1a was confirmed. The data presented in Table 5.1 suggest that the motivational orientation for this group of learners is instrumental. That is to say, students in this investigation seem to be learning English for the purpose of being able to use it as a means of higher education or career advancement. They do not seem to be integratively oriented towards learning the language in order to know more about the people who speak English and their culture as well as those who speak languages other than their own. Nor do they seem to be interested in using the language as a means of understanding and appreciating the art and literature of the English-speaking peoples. Instead they are more inclined to think that they are studying the language in order to satisfy a course requirement and want to use it as a means of future career enhancement.

This finding is consistent with the available experimental evidence from a wide range of different learning environments and varied educational levels. Thus the previous research will be cited within three umbrella areas, namely students of second languages at a secondary level; university students of English as a second language and university students of English as a foreign language.

Jones' (1949)⁸ and (1950)⁹ studies of secondary school students learning Welsh as a second language found that the utilitarian value of the language was emphasized by an overwhelming majority of his subjects. The remaining studies of secondary students involve

English in largely second language environments. Gardner and Santos (1970)¹⁰ and Gardner and Lambert (1972)¹¹, for instance, in two studies in the Philippines found that students were instrumentally oriented towards English language study. This was further confirmed by Lukmani's (1972)¹² study among Indian high school students, who showed little desire to identify with English speaking Indians, but saw English as a means of career advancement or as a tool with which to understand and cope with the demands of modern life. Students of a similar educational level in Israel (Cooper and Fishman, 1977)¹³ also cited one of the most important reasons for studying the language as instrumental. These findings match those of Livoti (1977)¹⁴ whose Puerto Rican students were instrumentally oriented and, in line with other studies of this level, they saw English as important for future work possibilities including secure preferential posts. Finally in a more recent study among Chinese-speaking high school students learning English as a second language in San Francisco, Wong (1982)¹⁵ showed that the majority of the students were instrumentally oriented towards learning English.

Thus at the high school level there is undeniable evidence of instrumental orientation among students of English as a second language.

At the university levels research findings are of a similar vein. An early study was carried out by Oller, Baca and Vigil (1977)¹⁶. Their Mexican Americans in New Mexico had instrumental orientation as a dominant orientation. The same was found to be true of Chinese students at the Universities of New Mexico and Texas at El Paso (Oller, Hudson and Liu, 1977)¹⁷. Koosha's (1978)¹⁸ study

at the University of Colorado showed that those international students who hoped to use the English language as a tool for reading and understanding of materials pertinent to their future academic work or career advancement were more highly motivated to learn the language. In a more recent study with international students at the University of Illinois, England (1984)¹⁹ found that motivation to learn English was associated with the awareness on the part of the learner of the importance of using the language for pragmatic uses. Moving from North America to England to a study with Norwegian students at Sunderland Polytechnic and at the Institute of Education of the University of Newcastle upon Tyne, Jones (1980)²⁰ also found that the subject sample was instrumentally oriented towards learning English.

In the field of English as a foreign language the results of the study conducted by Karkia (1979)²¹ with 314 Iranian students at Tehran University also showed that students were instrumentally oriented. They considered the learning of English language important because they thought it would be a useful tool in acquiring further information in their studies and research generally. In another study conducted among undergraduate students in India, Thailand and Singapore, Shaw (1981)²² noted that work-related reasons were always more important: reading textbooks printed in English, for instance, was more important than reading English literature; writing business letters was more important than writing personal letters. For Shaw, there is no evidence that the language is necessarily associated with English speaking countries. A study of Malaysian

university students in Penang, by Jayatilaka (1982)²³ has almost identical findings to that of Shaw. He found, for example, that learning English for upward social mobility, that is, for instrumental reasons, was a more important one than the identification with the culture of the English speaking group. The most recent study of the factors affecting university students' motivation towards learning English was carried out in Kuwait. In line with all the previous research findings Ismail (1984)²⁴ found that the students were largely instrumentally oriented towards English language study.

Although the results of the present study lend support to most of the existing research in an ESL and EFL learning context, they do not corroborate the findings of the Canadian studies by Gardner, Lambert and their associates (e.g. Gardner and Lambert, 1959²⁵; Gardner, 1960²⁶; Lambert, Gardner, Barik and Tunstall, 1963²⁷; Gardner, 1966²⁸; Feenstra, 1967²⁹; Feenstra and Gardner, 1968³⁰; Clement, Gardner and Smythe, 1977a³¹; Clement, Major, Gardner and Smythe, 1977³²; Clement, Smythe and Gardner, 1978³³; Gardner, Smythe and Clement, 1979³⁴; Clement, Gardner and Smythe, 1980³⁵; Glikzman, Gardner and Smythe, 1982³⁶; Gardner, Lalonde and Moorcroft, 1985³⁷). These studies demonstrated that students with positive attitudes towards the second language and the language community were more motivated to learn the second language than those with negative attitudes. The researchers considered this as evidence for the supremacy of integrative orientation. The marked difference in the results of the current study from those of the Canadian Studies may to a large extent be due to the widely

different social conditions in which the nature of the students' motivational orientation has been studied, and also probably due to the clear instrumental value of the second language in the present cultural context. The context of the learning environment must be taken into account: the socio-cultural surroundings seem to be a critical factor. Gardner (1980)³⁸ mentions that the social and cultural contexts of the various studies "would drastically influence the nature of the role played by affective variables in second language acquisition" (p. 265). Furthermore, Clement and Kruidenier (1983, p. 276)³⁹ note "that contextual or cultural factors have contributed in producing the conflicting results obtained in studies of orientations".

The social setting of the present research differs markedly from that of the research conducted in Canada. Canada is a bilingual and bicultural country where Francophone Canadians and Anglophone Canadians live together, and by the necessity of that situation, any Anglophone Canadian or Francophone Canadian who wants to be successful in learning French/English must nurture a favourable attitude towards speakers of the other language community since each group interacts inevitably with the other on a daily basis. It is very natural in Canada that what is termed "integrative" motivation will prevail and correlate with communicative measures since English/French speakers have no immediate use for French/English except when communicating with English/French speakers. Furthermore, the English and French languages are an integral part of the Canadian culture. Therefore the Anglophone-Francophone Canadians who do not speak or maintain their other/second language are cut off from the very cultural heritage out of which their country

developed. Moreover, as English and French are the two official languages in Canada, the context is, therefore, one in which students are learning the other language of their own country. By contrast, the subjects in the current study are living in a monolingual and monocultural context and are not exposed to the target language outside the classroom, let alone to the target language culture. Perhaps this difference in the socio-cultural context influences the degree and nature of relationship between affective variables and second/foreign language learning.

5.3 Hypothesis 1b

It has been hypothesized that the more instrumentally oriented as opposed to integratively oriented a student is while learning English the better would be his/her achievement in the language. The hypothesis was tested by examining the Pearson's product-moment correlations computed among the concerned predictor variables (V3. Integrative Orientation and V4. Instrumental Orientation) and different criterion variables (V20. Structure Test, V21. Vocabulary Test, V22. Reading Comprehension Test and V23. Teacher Awarded Marks). The correlations coefficients are presented in Table 5.2.

Table 5.2 : Pearson's Product-Moment Correlation Coefficients
computed among Integrative Orientation, Instrumental
Orientation, Structure Test, Vocabulary Test, Reading
Comprehension Test and Teacher Awarded Marks

| | Structure Test | Vocabulary Test | Reading Comp.Test | Teacher Awarded Marks |
|-----------------------------|-------------------|--------------------|----------------------|-----------------------------|
| Integrative Orientation | -.01 | .01 | -.02 | .02 |
| Instrumental Orientation | .37** | .37** | .14 | .10 |

N = 240

Level of Significance

* p <.01

** p <.001

The correlation coefficient presented in Table 5.2 reveals no significant relationship between the students' integrative orientation and their achievement in English. There is, however, a significant association between their instrumental orientation and their achievement in structure and vocabulary tests results, $r = .37$ and $.37$. All these correlations are in the predicted direction and are significant at $p < .001$. Although the relationships between instrumental orientation and reading comprehension and teacher awarded marks are not significant, they are modest and positive. Therefore, the hypothesis may be deemed to have been largely confirmed.

Comments

Hypothesis 1b was largely supported. Analysis of the data presented in Table 5.2 reveals that the instrumental orientation scores correlated significantly with scores on *structure and vocabulary* tests, suggesting that the instrumentally oriented students scored significantly higher in these tests than the integratively oriented group. The modest positive correlation obtained between instrumental orientation scores and achievement in reading comprehension may be due to the fact that reading comprehension is a relatively less practised exercise in a classroom teaching. This might have resulted in a less favourable orientation towards learning it and the subsequent non-significant association. Another possible explanation might be that the multiple-choice response format used to measure reading comprehension in this study gave clues to the meaning of the passage, leading a weak student to a level of comprehension which he/she might not have achieved alone. However, the results of the validity and reliability estimates of the Achievement Test used in the present study (presented in Tables 4.1 and 4.2) and the results of the factor analysis presented in Table 5.12 do not lend support to this latter interpretation. Previous research has also found multiple-choice type as a valid and reliable measure of reading comprehension (e.g. Henning, 1975⁴⁰; Hinofotis and Snow, 1980⁴¹). Furthermore, according to a recent survey in the United States, about 70% of the tests now being used to measure competency in reading are of multiple choice format (Gambrell, 1985).⁴²

It is very difficult to explain the modest positive association between instrumental orientation and teacher awarded marks since the researcher is not completely aware of the nature of the tests used by the teachers in different schools under study. However, it may be that the teachers might have awarded the marks on the basis of the results of tests on those aspects of the language for which the students may have a comparatively less favourable orientation, resulting in this modest positive correlation. Nevertheless, the present results suggest that the higher the students' motivation to use English as a means of career advancement the better their English language achievement scores were. Attainment was found to correlate positively with instrumental orientation but not with integrative one.

The present finding also extends and lends empirical support to the conclusion reached by earlier researchers that instrumental orientation is a better predictor of achievement, at least so far as the learning of English in EFL/ESL context is concerned. However, it challenges Gardner's thesis that integrative orientation is a more powerful incentive to second/foreign language learning than instrumental orientation; similarly it does not lend support to the Canadian studies by Gardner, Lambert and their associates.

EFL/ESL research studies involving secondary/high school students have consistently found that those who were instrumentally oriented were relatively more successful in learning English than those who had an integrative orientation. This was true of the research with senior high school students in the Philippines (Gardner and Santos, 1970⁴³ and Gardner and Lambert, 1972⁴⁴). In

line with the latter studies Lukmani (1972)⁴⁵, whose subjects were from a high school in India, found that higher levels of proficiency correlated with instrumental orientation. These findings are similar to those within a study conducted by Cooper and Fishman (1977)⁴⁶ with Israeli high school students; those who saw a knowledge of English as contributing to important personal goals were found to be more successful in learning the language. The same was found to be true of Saudi Arabian students (Mulla, 1979)⁴⁷, of Chinese-speaking students in Hong Kong (Pierson, Fu and Lee, 1980)⁴⁸, both at secondary level.

With students at the tertiary level, the relationship between EFL/ESL proficiency levels and learners' awareness of the importance of using English as a tool for academic or career enhancement was also consistently evident. These were the findings of research in New Mexico with Mexican-Americans (Oller, Baca and Vigil, 1977)⁴⁹, with a range of international students at the university of Colorado at Boulder (Koosha, 1978)⁵⁰ and at the university of Illinois (England, 1984)⁵¹ as well as with Malaysian students from Penang (Jayatilaka, 1982)⁵².

Although the finding of the present study is similar to the results of these EFL and ESL studies, it is contradictory to the findings of the research conducted by Gardner, Lambert and their associates, i.e. the Canadian studies.

In a study among grade eleven Anglophone students learning French as a second language in Montreal, Canada, Gardner and Lambert (1959)⁵³ found that integrative orientation was a stronger predictor

of French achievement. The results of a similar later study conducted by Gardner (1960)⁵⁴ reinforced the findings of the earlier study of Gardner and Lambert (1959)⁵⁵. In his 1960 study, Gardner also indicated that the acquisition of French skills, the development of which depended upon the active use of the language in a communicative situation, was determined solely by an integrative orientation to learn French.

In a study among ninth grade students in London, Ontario, Feenstra (1967)⁵⁶ found that a complex of motivational variables, stressing both positive student attitudes towards the target language group and a desire to learn the target language, was related to the acquisition of those aspects of second-language skills which involved direct communication with that cultural-linguistic group (i.e. speech comprehension and speech production). In a study of 65 American and 89 Canadian adults enrolled in an intensive French language programme in Northern Quebec in Canada, Gardner, Smythe and Clement (1979)⁵⁷ showed that there was a relationship between integrative orientation and oral proficiency in French for the Canadian subjects. In a further study in Montreal among grade eleven Francophones learning English, Clement, Gardner and Smythe (1980)⁵⁸ suggested that two motivational components were involved in the acquisition of English by Francophones : the integrative orientation towards the second language community and self-confidence with English, which stemmed from the individuals' actual use of the language outside the school setting.

The difference in the findings of the present study and those of the Canadian studies is perhaps due to a great extent to the widely different social conditions in which attainment in English and the nature of the students' motivation have been studied. The influence of the cultural milieu has also been acknowledged by Gardner (1979)⁵⁹, who emphasizes the fact that the second language learning process must be considered in the larger context in which the individual and the second language learning programme exist. He further suggests that

the social milieu gives rise to many expectations in the minds of teachers, parents and students concerning the entire second language acquisition task. A student resident in a community where bilingualism is an expected part of his cultural heritage will have and will encounter cultural beliefs which are of a different order from those of a student resident in a community where unilingualism is the norm (p. 195).

As mentioned in the earlier section, Gardner (1980)⁶⁰ also suggests that the social and cultural contexts of the various studies may greatly influence the nature of the role played by affective variables in second language acquisition. Clement and Kruidenier (1983)⁶¹ also reached a similar conclusion in their study of the influence of the milieu on the language acquisition process.

The same kinds of explanation as previously cited seem relevant. For example, the present study has been conducted in a monolingual and monocultural social context where the subjects are exposed neither to the target language outside the classroom nor to its culture. By contrast the Canadian studies were conducted in a

bilingual and bicultural milieu where the subjects were learning the other/second language of their country. And this difference in the socio-cultural context is sure to influence the degree and nature of the relationship between affective variables and second/foreign language learning.

Even in the Canadian context, if the studies involved languages other than English/French or were carried out with non-Canadian subjects learning English/French, the results would perhaps have been different. This has been evident, for example, in a study among eighth and ninth graders learning Hebrew in Montreal, Anisfield and Lambert (1961)⁶² demonstrated that integrative orientation did not correlate with achievement but rather that instrumental orientation was related to achievement. In their study of 65 American and 89 Canadian adults enrolled in an intensive French language programme in Northern Quebec, Gardner, Smythe and Clement (1979)⁶³ found a positive relationship between integrative orientation and oral proficiency in French for the Canadian subjects but this relationship was not so evident with the American subjects.

The results of the current study and those of many others (e.g. Gardner and Santos, 1970⁶⁴; Gardner and Lambert, 1972⁶⁵, the Philippine Study; Lukmani, 1972⁶⁶; Cooper and Fishman, 1977⁶⁷; Livoti, 1977⁶⁸; Karkia, 1979⁶⁹; Mulla, 1979⁷⁰; Pierson, Fu and Lee, 1980⁷¹; Shaw, 1981⁷²; Jayatilaka, 1982⁷³; and Ismail, 1984⁷⁴) reflect an awareness that perhaps languages can be (and are being) learned effectively without learners feeling the need to integrate with or acculturate to native speakers, at least in the ESL/EFL learning context. As Kachru (1983)⁷⁵ puts it, the spread of

English has occurred for many reasons, most obviously perhaps the need to know "its heritage, because of the status it may confer on the reader or speaker, because of the doors which it opens in technology, trade and diplomacy" (p. 3). Thus, the reasons for learning English may be more varied and complex than originally described in the integrative/instrumental dichotomy. It is universally acknowledged that at this moment in world history, English is the pre-eminent language of wider communication. In addition to over 300 million native speakers there are millions more who speak it as a second/foreign language. It is used as a library language, as a medium of science, technology and international trade, and as a contact language between nations and parts of nations. English appears to have attained a position in the world that is more solid than the base upon which it was built. It is moving away from the status of a national and colonial language to that of a true world language. It has become the property of the world, a language belonging to those who use it and not just to those who claim it as their mother tongue. Perhaps the students learning ESL/EFL consider English as a bona fide international language which is not inseparably connected to any particular country. The findings of the present study suggest an important point that perhaps it is possible that the students' interests could be served to a great extent without an emphasis on culture in the EFL curriculum since the majority of the students judge the study of the culture of the language they are learning to be irrelevant to them.

5.4 Hypothesis 2

It was hypothesized that the association between different measures of attitude and motivation and achievement would be significant and positive. To test this hypothesis a Pearson product-moment correlation was run on the relevant attitudes and motivation inventories (V1. Attitudes towards learning English, V2. Interest in Foreign Languages, V7. Motivational Intensity, V8. Desire to Learn English) with various measures of attainment in English (V20. Structure Test, V21 Vocabulary Test, V22. Reading Comprehension Test and V23. Teacher Awarded Marks). The correlation coefficients are presented in Table 5.3.

Table 5.3 Pearson's Product-Moment Correlation Coefficients
omputed among the concer ed measures of attitudes/
motivation and various criterion variables

| | Structure Test | Vocabulary Test | Reading Comprehension Test | Teacher Awarded Marks |
|--------------------------------------|-------------------|--------------------|----------------------------------|-----------------------------|
| Attitudes Toward Learning English | .36** | .35** | .14 | .22** |
| Interest in Foreign Languages | -.11 | -.03 | -.01 | -.11 |
| Motivational Intensity | .39** | .36** | .15* | .18* |
| Desire to Learn English | .37** | .33** | .12 | .18* |

N = 240

Level of Significance

* p <.01

** p <.001

The correlational analysis presented in Table 5.3 shows a significant and positive association between attitudes towards learning English and three measures of achievement. Structure test results correlated with attitudes towards learning English at $p < .001$ level of significance, r being .36. Similarly the association between attitudes towards learning English and the vocabulary test results was significant at $p < .001$ level ($r = .35$). Teacher awarded marks also correlated with attitudes towards learning English being significant at $p < .001$ level ($r = .22$). However, the relationship between attitudes towards learning English and the reading comprehension test results was modest and positive ($r = .14$). Nevertheless, the correlation analysis yielded a negative association between interest in foreign languages and the different measures of achievement, although none of the relationships was significant.

The results as presented in Table 5.3 also demonstrated a significant and positive association between motivational intensity and all the measures of achievement. The associations between motivational intensity and the structure and vocabulary test results were significant at $p < .001$ level, r being .39 and .36 respectively. The relationships between motivational intensity and the reading comprehension test results and teacher awarded marks were significant at $p < .01$ level ($r = .15$ and .18 respectively). Desire to learn English correlated with the structure and vocabulary test results at $p < .001$ level of significance, r being .37 and .33 respectively. The association between desire to learn English and teacher awarded marks was significant at $p < .01$ level, r being .18.

And the association between desire to learn English and the reading comprehension test results was also positive though not significant ($r = .12$). Despite the non-significant negative correlations observed between interest in foreign languages and measures of achievement and the modest positive association noted between measures of attitudes towards learning English, desire to learn English and the reading comprehension test results, the hypothesis may be deemed to have been largely accepted since all other correlations are significant and positive.

Comments

Hypothesis 2 was largely supported. Table 5.3 shows that attitudes towards learning English, motivational intensity and desire to learn English have a consistently positive relationship with measures of achievement. However, there exists a low negative association between interest in foreign languages and measures of achievement. The fact that interest in foreign languages correlates negatively with achievement tests may be explained by the fact that while in all other scales specific reference was made to English, no reference was made to any specific language or, for that matter, to any particular activity concerning language learning in this scale. Gardner (195a)⁷⁶ suggests that some attitudes are obviously more relevant to the task of learning a second language than others, and that one would expect such differences to be reflected in the correlations of the various attitude measures with indices of achievement in the language. He goes on to say that attitudes towards learning a second language and attitudes towards the second language course are obviously more relevant to learning the language

in the classroom than are attitudes towards native speakers of the target language or interest in foreign languages generally. So it does not seem surprising that a measure of positive attitude towards learning English would correlate more closely with indices of achievement than an interest in foreign languages in general does. As Gardner points out, attitudes towards a second language are relatively specific in that the attitude object (i.e. learning the language) is fairly circumscribed and definite. On the other hand, a measure such as interest in foreign languages is considerably more general, for two reasons. First, the attitude object is 'foreign languages' which is a more general construct than only one language. Second, there is no particular activity associated with the languages. In the case of attitudes towards learning English, a specific activity is described. Interest in foreign languages, on the other hand, could involve many activities such as learning them, speaking them and hearing them. In this sense, a measure like interest in foreign languages can be characterized as much more general than one like attitude towards learning English. After a review of the literature, Gardner indicates that attitudes towards learning the language generally have higher relationships with achievement than generalized measures of interest in foreign languages.

The modest positive correlations observed between attitudes towards learning English and the desire to learn English on the one hand and the reading comprehension test results on the other may be attributed to the fact that reading comprehension is a relatively less practised skill in classroom teaching in the Bangladeshi context. This might have resulted in a less favourable orientation

towards reading comprehension and the subsequent modest association between reading comprehension scores and the affective variables. As can be noted from the correlational analysis presented in Table 5.3 even in the case where a significant association has been obtained (e.g. between motivational intensity and reading comprehension) the relationship has been relatively weaker than the association of motivational intensity with other criterion measures. This suggests that the association between those aspects of language which are comparatively less practised in classroom language teaching and the affective variables will be relatively weaker than the association between affective measures and those aspects that are relatively more stressed in formal language teaching.

The findings that measures of attitude/motivation (attitudes towards learning English, motivational intensity, desire to learn English) are positively related to achievement are consistent with the existing research.

In a study among selective central school students in North London in Britain, for example, Jordan (1941)⁷⁷ reported an overall positive, though modest, correlation between attitudes towards learning French and achievement in it. Similar findings were obtained in a study investigating the factors contributing to achievement in first semester German course at the university of Illinois in the U.S.A. (Larsen et al., 1942).⁷⁸ In two studies with secondary modern school students in Wales, Jones (1949⁷⁹; 1950⁸⁰) also provided parallel conclusions.

In their initial study with Canadian grade eleven Anglophone students learning French as a second language, Gardner and Lambert (1959)⁸¹ demonstrated that students with positive attitudes towards the second language and the second language community and a strong motivation to learn the language were more proficient in French.

In a study of grade nine Anglophones in Ontario, Canada, Feenstra (1967)⁸² observed that achievement was related to positive attitudes towards the language and a strong desire to learn it. In a later study with grade nine Anglophone students in Canada, Feenstra and Gardner (1968)⁸³ also indicated almost identical findings. Gardner and Lambert (1972)⁸⁴ conducted their studies in Louisiana, Maine and Connecticut with high school students learning French as a second language. The results of all three studies confirmed those of Feenstra (1967)⁸⁵ and Feenstra and Gardner (1968).⁸⁶

In a study in schools throughout Wales, Sharp et al. (1973)⁸⁷ found that there was a significant relationship between attitudes towards each language being investigated (English and Welsh) and attainment in it. Burstall's (1975)⁸⁸ conclusions were much the same after an intensive longitudinal study of primary school students learning French as a second language in England. A study among grade eleven Francophones in Montreal, Canada by Clement, Gardner and Smythe (1980)⁸⁹, a further study among Chinese speaking secondary school students learning English as a foreign language by Pierson, Fu and Lee (1980),⁹⁰ and the results of Gardner, Lalonde and Moorcroft's (1985)⁹¹ study of university students all demonstrated that a composite measure of attitudinal/motivational

characteristics correlated significantly with different indices of second language achievement. In a recent survey carried out in England, Wales and Northern Ireland, Dickson et al. (1987)⁹², the same association between positive attitudes and attainment found in the previous pieces of research was clearly evident.

The present study evidently corroborates the findings of the earlier investigations, namely, that students who have both positive attitudes towards learning a second language and a strong desire to learn the language are often better learners of the second language.

5.5 Hypothesis 3

The third hypothesis was that the more positive a student's attitudes are towards the learning situation, the greater his/her achievement in English. The attitudes toward the learning situation factor consist of variables relating specifically to student reactions towards the English course (Evaluative, Difficulty, Utility, Interest) and the English language teacher (Evaluative, Competence, Rapport, Inspiration) as well as anxiety about the English class. In order to test the hypothesis, a Pearson's product-moment correlation was run on the concerned predictor variables and various criterion measures. Table 5.4 presents the correlation coefficients.

Table 5.4 Pearson's product-moment correlation coefficients
computed among the concerned predictor (Attitudes towards
the Learning Situation) and criterion variables

| | Structure Test | Vocabulary Test | Reading Comprehension Test | Teacher Awarded Marks |
|---------------------------------|-----------------------|--------------------|----------------------------------|-----------------------------|
| English Class Anxiety | -.50** | -.51** | -.22** | -.46** |
| English Teacher- Evaluation | .35** | .34** | .15* | .30** |
| English Teacher- Rapport | .27** | .29** | .06 | .24** |
| English Teacher- Competence | .27** | .26** | .05 | .20** |
| English Teacher- Inspiration | .34** | .33** | .16* | .31** |
| English Course- Evaluation | .35** | .31** | .16* | .35** |
| English Course- Difficulty | .12 | .15* | .07 | .14 |
| English Course- Utility | .34** | .30** | .17* | .33** |
| English Course- Interest | .34** | .30** | .18* | .31** |
| N = 240 | Level of Significance | | * p < .01 | |
| | | | ** p < .001 | |

As can be seen from the data presented in Table 5.4, English classroom anxiety correlated negatively with all the measures of achievement at $p < .001$ level of significance. All other predictor measures correlated positively with various measures of attainment. English teacher evaluation correlated with structure test results,

vocabulary test results and teacher awarded marks at $p < .001$ level of significance, $r = .35$, $.34$ and $.30$ respectively. It correlated with reading comprehension test results at $p < .01$ level of significance, r being $.15$. Likewise English teacher-rapport correlated with structure test results, vocabulary test results and teacher awarded marks, being significant at $p < .001$ level, $r = .27$, $.29$ and $.24$ respectively. However, there is a low positive correlation between English teacher-rapport and reading comprehension, $r = .06$. Similarly English teacher competence correlated with structure test results, vocabulary test results and teacher awarded marks, being significant at $p < .001$ level, $r = .27$, $.26$ and $.20$ respectively. The association between English teacher competence and reading comprehension is very low though positive, $r = .05$. English teacher inspiration correlated with structure test results, vocabulary test results and teacher awarded marks at $p < .001$ level of significance, r being $.34$, $.33$ and $.31$ respectively. Reading comprehension scores also correlated with English teacher-inspiration being significant at $p < .01$ level, $r = .16$.

English course evaluation correlated significantly with structure test results, vocabulary test results and teacher awarded marks at $p < .001$ level, r being $.35$, $.31$ and $.35$ respectively. It also correlated with reading comprehension test results, being significant at $p < .01$ level, $r = .16$. English course difficulty correlated significantly with vocabulary test results only, being significant at $p < .01$ level, $r = .15$. The associations between English course difficulty and structure test results and teacher awarded marks are modest, $r = .12$ and $.14$ respectively. The relationship between English course difficulty and reading

comprehension test results is also positive, though it is very low, $r = .07$. English course utility correlated with structure test results, vocabulary test results, and teacher awarded marks at $p < .001$ level of significance, r being .34, .30 and .33 respectively. It also correlated with reading comprehension test results at $p < .01$ level of significance, $r = .17$. In the same way English course interest correlated with structure test results, vocabulary test results and teacher awarded marks at $p < .001$ level of significance, $r = .34$, .30 and .31 respectively. The association between English course interest and reading comprehension test results was also significant at $p < .01$ level, r being .18. Despite the low positive correlations observed between English teacher rapport and reading comprehension test results, English teacher competence and reading comprehension test results, English course difficulty and reading comprehension test results and the modest association of English course difficulty with both structure test results and teacher awarded marks, the hypothesis may be considered to have been largely accepted since all other correlations are significant.

Comments

Hypothesis 3 was largely accepted. An analysis of the data as presented in Table 5.4 revealed that English classroom anxiety correlated negatively and significantly with all measures of achievement, suggesting that the students expressing a greater amount of anxiety while participating in English classes achieved less and vice-versa. The fact that classroom anxiety is very clearly negatively related to achievement in English very well reflect the learning conditions in a classroom in Bangladeshi high

schools. In fact, with the teacher assuming an authoritarian role in the classroom, anxiety may represent the degree of perception of such an atmosphere as threatening and thereby blocking learning.

Gardner (1979)⁹³ suggests that "situational anxiety" influences language acquisition in both formal and informal contexts. By "situational anxiety" he is referring to those anxiety reactions aroused in specific situations involving the second language i.e. language classroom anxiety or language use anxiety. Gardner further states specifically that classroom anxiety "would be expected to influence achievement in the formal situation because the arousal of such anxiety would result in negative reinforcements and a tendency to withdraw from the situation" (198).

Krashen (1981⁹⁴, 1982⁹⁵, 1985⁹⁶) also acknowledges the importance of the anxiety factor in second language acquisition in his affective filter hypothesis. He defines the affective filter as

a mental block, caused by affective factors (high anxiety, low self-esteem, low motivations), that prevents input from reaching the language-acquisition device (Krashen, 1985, p. 100).⁹⁷

He argues that the affective filter controls how much input the learners come into contact with, and how much input is converted into intake. He considers it as "affective" because the factors which determine its strength have to do with the learner's motivation, self-confidence, or anxiety state. He further maintains that learners with high motivation and self-confidence and with low anxiety have low filters and so obtain and let in appropriate

quantities of input for effective second language acquisition. By contrast learners with low motivation, little self-confidence, and high anxiety have high filters and so convert less input to intake and consequently attract less input subsequently.

In view of the above, it is not surprising that more anxious students are less successful in learning a second language because anxiety depletes their energies or keeps them from taking the steps necessary for learning a second language. The results of the present study have served to support the belief that anxiety has a significant impact on student achievement in the second language classroom and is consonant with the previous findings (e.g. Clement, Major, Gardner and Smythe, 1977⁹⁸; Gardner, Smythe, Clement and Gliksmann, 1976⁹⁹; Clement, Gardner and Smythe, 1977a¹⁰⁰; Abboushi, 1983¹⁰¹; Trylong, 1987¹⁰²).

In a study of seventh and eighth grade high school Francophone students learning English as a second language in Ontario, Canada, Clement, Major, Gardner and Smythe (1977)¹⁰³ noted a significant relationship between classroom anxiety and achievement in the target language. In a longitudinal study of Anglophone students at five grade levels learning French as a second language in five different geographical regions in Canada, Gardner, Smythe, Clement and Gliksmann (1976)¹⁰⁴ and another study with grade ten and eleven Francophone students in Montreal, Canada by Clement, Gardner and Smythe (1977a)¹⁰⁵ have also suggested that anxiety variables are strong predictors of proficiency in the second languages concerned. A study with international students learning English as a second language in a small private university in the midwestern United

States, Abboushi (1983)¹⁰⁶ and a more recent study conducted among students learning French as a second language at a large, midwestern, State university, Trylong (1987)¹⁰⁷ have both revealed findings similar to those of Gardner and his associates in Canada. It may be noted here, however, that in the earlier studies classroom anxiety was found to influence communicative skills only. However, as mentioned before in chapter one (Section 1.6) no attempt was made in the current study to measure students' communicative competence since the students in the sample had been exposed neither to teaching materials nor to contact with native speakers sufficient for them to be expected to demonstrate such skills. The present results show that classroom anxiety also greatly influences students' competence in learning other aspects of a second language, such as structure and vocabulary and in their reading comprehension. This suggests that anxiety experienced while participating in the language classroom not only affects communicative competence but also other aspects of second language performance.

The present findings that students' attitudes towards the English language teacher and the English course are significantly and positively associated with their achievement in the subject extend and lend empirical support to conclusions reached by earlier researchers that learning a second language is related to students' attitudes towards the language course and the language teacher (e.g. Burstall, 1970¹⁰⁸; Gardner, 1985a¹⁰⁹; Gordon, 1980¹¹⁰; Naiman et al., 1978¹¹¹; Neidt and Hedlund, 1967¹¹²). In a study with primary school students learning French as a second language in Britain, Burstall (1970)¹¹³ demonstrated that achievement in second language

correlated positively with measures of attitude towards the language teacher and the language course.

Gardner's (1985a)¹¹⁴ findings mirror those of Burstall (1970).¹¹⁵ He notes that for the second language student, the language classroom might be the only place where the learner encounters the language and the teacher might be the prime user of the language. "Consequently, the course and the teacher can become closely associated with the language material, and attitudes toward them could thus become highly influential" (Gardner, 1985a, p. 7).¹¹⁶ Accordingly, Gardner predicted that where student attitudes towards the learning situation were positive, other things being equal, the student would have a pleasant experience with the language and would be encouraged to continue. Negative attitudes toward the learning situation would result in less motivation and poorer performance.

Studies in other environments, including Belizean primary school ESL students (Gordon, 1980)¹¹⁷, secondary level FSL students in Toronto (Naiman et al., 1978)¹¹⁸ and students of German at the University of California at Los Angeles (Neidt and Hedlund, 1967)¹¹⁹ also found significant positive associations between indices of attitudes towards the learning situation and second/foreign language achievement.

The current findings concerning the relationship of student attitudes towards the learning situation (the English course and the English language teacher) and achievement in English suggest that a student's personal experience in the language learning situation

tend to affect achievement in the language. However, the low positive association observed between English teacher rapport and English teacher competence on the one hand and reading comprehension on the other may be attributed to the fact that among all the aspects of language teaching, reading comprehension is the area to which the least importance is attached by the classroom teachers. Consequently, we observe a low correlation between this criterion measure and all predictor variables. Even in the cases where a significant association has been noticed, for example, the relationship between English teacher-evaluation and reading comprehension, the correlation value ($r = .15$) is not as high as in the case of the relationship of this predictor measure with other criterion measures used in the study. This suggests that attitudes towards the learning situation significantly affect only those aspects of language which are greatly stressed and practised in classroom teaching. The low positive correlations noted between English course difficulty and different criterion measures suggest that the difficulty of the course as perceived by the students does not affect their achievement in the language significantly.

5.6 Hypothesis 4

The fourth hypothesis was that there would be significant sex differences in attitudes and motivation towards learning English and achievement in the language.

In order to test this hypothesis, a series of tests of significance between two populations, i.e. boys and girls, were performed to determine whether differences existed between them with

respect to the scores of different attitudinal/motivational variables and different measures of achievement in English. For the sake of clarity the results of the Student's t-Test procedure used to test this hypothesis have been presented in two separate tables : Table 5.5 presents the results concerning the relevant predictor measures, while Table 5.6 presents the results related to different criterion measures.

As can be seen from the data presented in Table 5.5, there were no significant differences at the .01 level between the boys and the girls as far as the mean attitudinal-motivational scores were concerned. Similarly the data presented in Table 5.6 concerning the achievement scores did not reveal any significant differences between the two groups in achievement measures. Therefore, the hypothesis may be considered to have been rejected.

Comments

Hypothesis 4 was not accepted. An analysis of the data as presented in Tables 5.5 and 5.6 did not demonstrate any significant difference in mean attitudinal/motivational as well as achievement scores. The finding that sex was not a significant variable is similar to the recent findings of Hansen (1981),¹²⁰ Trieste (1985)¹²¹ and Naiman et al. (1978).¹²² But it contradicts the earlier findings of Bartley (1969,¹²³ 1970¹²⁴), Burstall (1975)¹²⁵ and Jones (1949¹²⁶; 1950¹²⁷) who found that girls had a *more* favourable attitude towards second language learning than boys.

Table 5.5 Student's t-Tests for comparison of boys and girls with respect to their mean scores on the attitude/motivation measures

| Variables | Sex | Number of Cases | Mean | Standard Deviation | Standard Error | Degrees of Freedom | T Value |
|------------------------------------|-------|-----------------|---------|--------------------|----------------|--------------------|---------|
| Attitudes Towards Learning English | Boys | 120 | 58.2333 | 9.124 | 0.833 | 238 | - 0.50 |
| | Girls | 120 | 58.8250 | 9.203 | 0.840 | | |
| Interest in Foreign Languages | Boys | 120 | 48.0750 | 6.500 | 0.593 | 238 | - 0.83 |
| | Girls | 120 | 48.7250 | 5.574 | 0.509 | | |
| Integrative Orientation | Boys | 120 | 24.9500 | 3.817 | 0.348 | 238 | - 0.82 |
| | Girls | 120 | 25.3417 | 3.617 | 0.330 | | |
| Instrumental Orientation | Boys | 120 | 22.3500 | 4.399 | 0.402 | 238 | - 1.16 |
| | Girls | 120 | 23.0083 | 4.409 | 0.402 | | |
| Motivational Intensity | Boys | 120 | 24.3667 | 4.225 | 0.386 | 238 | 0.75 |
| | Girls | 120 | 23.9250 | 4.880 | 0.446 | | |
| Desire to Learn English | Boys | 120 | 24.2417 | 3.418 | 0.312 | 238 | 1.13 |
| | Girls | 120 | 23.6833 | 4.221 | 0.385 | | |

Level of Significance * $p < .01$
 ** $p < .001$

In a study among 8, 10 and 12 grade students learning French as a second language in Toronto, Canada, Naiman et al. (1978)¹²⁸ failed to find any association between sex and measures of achievement. Whether there was any association between sex and attitudinal/motivational measures, however, is not known. In another study of international students attending the Programme in American Language Studies at Rutgers, The State University of New Jersey and English as a second language classes at Kean College, New Jersey, Hansen (1981)¹²⁹ also failed to find any association between sex, attitude/motivation and achievement in the target language. Similar was the finding of Trieste (1985)¹³⁰ among university students in Puerto Rico learning English.

However, the findings of earlier researchers such as Bartley (1969¹³¹; 1970¹³²), Burstall (1975),¹³³ Jones (1949¹³⁴; 1950¹³⁵) and Livoti (1977)¹³⁶ contradict both the findings of the present study and those of Hansen (1981),¹³⁷ Naiman et al. (1978)¹³⁸ and Trieste (1985).¹³⁹ In two studies among adolescents learning Welsh as a second language, Jones (1949¹⁴⁰; 1950¹⁴¹) found a statistically significant sex difference in the results. In both the studies girls showed more favourable attitudes than boys. However, the researcher did not indicate any sex differentiation as regards achievement in the target language. Likewise Bartley (1969¹⁴²; 1970¹⁴³), in her studies of the importance of the attitude factor in language drop out among eighth and ninth graders in San Francisco, observed that the girls had more favourable attitudes towards learning a foreign language. In another study, conducted among fifth and eighth graders in Puerto Rico, Livoti (1977)¹⁴⁴ showed that the girls had more favourable attitudes towards learning

English. Burstall (1975)¹⁴⁵ in her study of primary school students in England also found that the attitudes of the girls towards learning French were more favourable than those of the boys.

The differences in the findings of the present study and those of the earlier studies by Bartley (1969¹⁴⁶; 1970¹⁴⁷), Burstall (1975)¹⁴⁸ and Jones (1949¹⁴⁹; 1950¹⁵⁰) may perhaps be explained by appealing to the differences in the target language being studied. In the Jones (1949¹⁵¹; 1950¹⁵²) studies, the subjects were learning Welsh as a second language whereas in the case of the Bartley (1969¹⁵³; 1970¹⁵⁴) and Burstall (1975)¹⁵⁵ studies the subjects were learning French. The motivation to learn a second/foreign language may to some extent be affected by the status and prestige of the target language locally and internationally. This was evident from the results of the study by Sharp et al. (1973).¹⁵⁶ In their investigation, they observed that sex was significant for attitudes towards Welsh, with girls tending to be more in favour than boys, but not for attitudes towards English. Furthermore, as Burstall (1975)¹⁵⁷ points out,

differences in attitude undoubtedly stem partly from the different employment expectations of boys and girls and the extent to which foreign-language learning can be perceived as relevant to their occupational requirements (p. 391).

Perhaps the girls in the Jones (1949¹⁵⁸; 1950¹⁵⁹), Bartley (1969¹⁶⁰; 1970¹⁶¹) and Burstall (1975)¹⁶² studies were more interested in professions which involved the use of the target language.

The sex differentiation demonstrated in the studies conducted by Bartley (1969¹⁶³; 1970¹⁶⁴), Burstall (1975)¹⁶⁵ and Jones (1949¹⁶⁶; 1950¹⁶⁷) may also be attributed to the cultural beliefs of a western society. Renard and Heinle (1968)¹⁶⁸ cited in Randhawa and Korpan (1973)¹⁶⁹ state that

such a sex difference is almost certainly the result of motivational differences and general cultural influence of western society; girls in general do better in language skills and worse in mechanical and scientific areas (p.26).

Burstall et al. (1974)¹⁷⁰ also observe,

the view that foreign-language learning is a more suitable accomplishment for girls than for boys is undoubtedly still current in our society, reinforced by the fact that a knowledge of foreign languages has a direct and obvious application to the future employment possibilities open to girls but is less clearly relevant to those available to boys (p. 60).

Robinson (1971)¹⁷¹ cited in Burstall et al. (1974)¹⁷² has also suggested that being 'good at language' may be seen as admirable for girls, but unmanly for boys. Future studies in a context similar to the present investigation may clarify this finding.

5.7 Hypothesis 5

The fifth hypothesis stated that there would be significant differences in attitudes and motivation concerning the learning of English between students with different academic majors.

This hypothesis was tested by a series of tests of significance between two populations, i.e. students offering science as their academic major and students taking humanities as their academic major, to see whether differences in attitudes and motivation concerning the learning of English existed between the two groups. To ascertain whether or not there were significant differences between the two groups as far as the variables were concerned, Students' t-test procedure was performed. Table 5.7 presents the results of the t-test procedure.

The results of the test of significance presented in Table 5.7 show that the two groups did not differ significantly in mean attitudinal and motivational scores. In other words, there were no significant differences at the .01 level as far as the attitudinal/motivational measures were concerned. In view of the above findings, the hypothesis may be considered to have been refuted.

C o n c l u s i o n s

The hypothesis was rejected. Analysis of the data presented in Table 5.7 revealed no significant differences between science and humanities students, lending no support for the hypothesis.

No previous study dealing with adolescents has attempted to make such a distinction between students with different academic majors, and therefore there are no comparisons to be made. Since this is a new finding, further study in a similar context is warranted to substantiate the validity of the present finding.

Table 5.7
Student's t-Test for comparison of students with different academic majors with respect to their attitudes and motivation

| Variables | Academic major | Number of Cases | Mean | Standard Deviation | Standard Error | Degrees of freedom | T Value |
|------------------------------------|----------------|-----------------|---------|--------------------|----------------|--------------------|---------|
| Attitudes Towards Learning English | Science | 120 | 59.5667 | 9.058 | 0.827 | 238 | 1.76 |
| | Humanities | 120 | 57.4917 | 9.160 | 0.836 | | |
| Interest in Foreign Language | Science | 120 | 48.2000 | 5.856 | 0.535 | 238 | -0.51 |
| | Humanities | 120 | 48.6000 | 6.258 | 0.571 | | |
| Integrative Orientation | Science | 120 | 24.9333 | 3.819 | 0.349 | 238 | -0.89 |
| | Humanities | 120 | 25.3583 | 3.613 | 0.330 | | |
| Instrumental Orientation | Science | 120 | 22.7833 | 4.316 | 0.394 | 238 | 0.37 |
| | Humanities | 120 | 22.5750 | 4.513 | 0.412 | | |
| Motivational Intensity | Science | 120 | 24.6833 | 4.333 | 0.396 | 238 | 1.84 |
| | Humanities | 120 | 23.6083 | 4.734 | 0.432 | | |
| Desire to Learn English | Science | 120 | 24.3250 | 3.435 | 0.314 | 238 | 1.47 |
| | Humanities | 120 | 23.6000 | 4.194 | 0.383 | | |

Level of Significance

However, two studies conducted with adults learning English as a second/foreign language at university level considered academic major as a variable affecting attitudes, motivation and achievement in the target language (Hansen, 1981;¹⁷³ Karkia, 1979¹⁷⁴). Hansen (1981)¹⁷⁵ conducted her study with 93 international students studying English as a second language in three different programmes at university level in the United States. She found that science majors achieved more in the measures of achievement. The researcher attributed this to the fact that the science majors had been sent to the United States to gain technological training that they could take back to their countries. Therefore, these students had to do very well in their studies so that they could return to their countries with the knowledge expected of them. Furthermore, the researcher felt that the policies of the university required that these students should obtain a certain level of proficiency in English before they could graduate. Perhaps the combination of these two facts contributed to the relatively higher achievement of the science students.

In another study with Iranian university students, Karkia (1979)¹⁷⁶ showed statistically significant differences between the attitudes of science and humanities students to their English language study. In general, students from science were more inclined to approve of the EFL study and to be satisfied that English was helping them to meet their expectations. The researcher felt that the fact that science students were able to use their English knowledge more than humanities students might have influenced their motivation. Another factor that could have influenced the motivation of science students is their awareness of

the usefulness of English in enhancing their understanding of the scientific and technological information they were encountering.

Evidently the students in sciences and humanities were instrumentally oriented towards EFL study. They studied the language because they thought it would help them in their future careers, both academic and professional.

5.8 Hypothesis 6

It was hypothesized that there would be a significant and positive relationship between the attitudes and motivation of the parents towards the English language and the attitudes and motivation of the students towards learning the language.

It was expected that the association between parental attitudinal/motivational orientations and students' attitudinal and motivational orientations would be significant and positive. The rationale for this was based on the notion that the subjects were all adolescent high school students, and at such an age students are still under the influence of their parents' attitudes towards many things, including learning a second/foreign language.

The hypothesis was tested by examining the Pearson's product-moment correlations coefficients computed among the concerned continuous predictor and criterion variables and phi-coefficients computed between the two dichotomous predictor and criterion measures. Table 5.8 presents the matrix of correlation

coefficients. Since variable 31 (Parents' Orientation Index) and variable 9 (Students' Orientation Index) are nominal variables, the correlations between these two variables are phi-coefficients. All other entries are Pearson's product-moment correlation coefficients.

The correlation coefficient presented in Table 5.8 reveals a statistically significant and positive relationship between all the concerned variables except between variables 28 and 6, 29 and 7, and 31 and 9. Although the associations between these sets of variables are not significant, they are modest and positive. Therefore, the hypothesis may be considered to have been largely accepted.

Comments

Hypothesis 6 was largely supported. The analysis of the data shown in Table 5.8 indicates that variable 24 (Parents' attitudes towards learning English) correlated with variable 1 (Students' attitudes towards learning English) at $p < .01$ level of significance ($r = .19$). Similar was the correlation between variable 27 (Parents' instrumental orientation) and V4 (Students' instrumental orientation), significant at $p < .01$ ($r = .18$). Similarly, variable 30 (parental desire to learn English) correlated with variable 8 (students' desire to learn English) at $p < .01$ level of significance, r being .15. Variable 25 (Parents' interest in foreign languages) correlated with variable 2 (Students' interest in foreign languages) at $p < .001$ ($r = .23$). Similar results were obtained for the correlations between variables 26 (Parents' integrative orientation) and 3 (Students' integrative orientation), $r = .23$.

Table 5.8 Pearson's Product-Moment Correlation Coefficients Computed Among the Concerned Parental and Students' Attitudinal/Motivational Variables

| | V1 | V2 | V3 | V4 | V6 | V7 | V8 | V9 |
|-----|----|-------|-------|------|-----|-----|------|-----|
| V24 | | .19* | | | | | | |
| V25 | | .23** | | | | | | |
| V26 | | | .23** | | | | | |
| V27 | | | | .18* | | | | |
| V28 | | | | | .14 | | | |
| V29 | | | | | | .14 | | |
| V30 | | | | | | | .15* | |
| V31 | | | | | | | | .03 |

N = 240 Level of Significance * p < .01 ** p < .001

Names of Variables:

| | | | |
|----|------------------------------------|-----|---|
| V1 | Attitudes Towards Learning English | V24 | Parental Attitudes Towards Learning English |
| V2 | Interest in Foreign Languages | V25 | Parental Interest in Learning Foreign Languages |
| V3 | Integrative Orientation | V26 | Parental Integrative Orientation |
| V4 | Instrumental Orientation | V27 | Parental Instrumental Orientation |
| V6 | Perceived Parental Encouragement | V28 | Parental Encouragement |
| V7 | Motivational Intensity | V29 | Parental Motivational Intensity |
| V8 | Desire to Learn English | V30 | Parental Desire to Learn English |
| V9 | Orientation Index | V31 | Parental Orientation Index |

The modest positive correlations between parents' and students' scores on parental encouragement as perceived by the students and their parents (V28 and V6, $r = .14$), parents' and students' scores on motivational intensity (V29 and V7, $r = .14$) and parents' and students' scores on orientation index (V31 and V9, $r = .03$) possibly suggest that in many families there is no clear communication about the importance or value of learning English. One possible explanation is that in some homes there is a lack of agreement in the parents' active and passive roles, resulting sometimes in lack of agreement or even slight disagreement on some attitudes. As in the current study, Feenstra (1967)¹⁷⁷ and Gardner and Santos (1970)¹⁷⁸ also noted a modest but positive correlation between parents' and students' perceptions of parental encouragement. Since no other previous study has used any scales comparable to parental motivational intensity (V29) and parents' orientation index (V31) used in the present study no comparisons can be made as to the results relating to these variables.

However, despite the non-significant positive correlations obtained between certain sets of variables (V28 and V6, V29 and V7, V31 and V9), the findings do suggest that a high school students' orientation as measured in the present study is related to that of the parent. Integratively oriented students tended to have an integratively oriented parent, instrumentally oriented students an instrumentally oriented parent. Similarly, the students' orientation was positively related to the parent's attitude towards learning English.

The results of the present study contradict the findings of Colletta (1982)¹⁷⁹ but are consonant with the earlier findings of Feenstra (1967)¹⁸⁰, Gardner (1960)¹⁸¹, Gardner and Lambert (1972, the Philippine Study)¹⁸² and Gardner and Santos (1970).¹⁸³

In an investigation among 68 anglophone grade 7, 8, 9 and 10 students enrolled in the Late French Immersion Programme of the Ottawa Roman Catholic Separate School Board and their parents, Colletta (1982)¹⁸⁴ did not find any association between children's and parents' attitudes. However, despite the negative results obtained by Colletta, other earlier studies (e.g. Feenstra, 1967¹⁸⁵; Gardner, 1960¹⁸⁶; Gardner and Santos, 1970¹⁸⁷) have shown significant relationships between parents' attitudes and perceptions and children's attitudes in the context of second language learning. In his 1960 study,¹⁸⁸ Gardner found that the orientations of parents and children tended to converge. This is similar to the findings of the current study. The relation between parents' and children's attitudes was also investigated by Feenstra (1967)¹⁸⁹ who administered comparable attitudinal/motivational measures to grade eight students and their parents. An analysis of the data indicated that "integratively oriented students tend to come from homes where parents have a basic integrative orientation in combination with pro-French attitudes" (Feenstra, 1967, p. 42).¹⁹⁰ Examinations of the correlation matrix revealed that six of the ten corresponding measures of parents and their children were significantly correlated. The results of the present study lend further support to the findings of Feenstra. In another similar study among senior high school students in Manila in the Philippines, Gardner and Santos (1970)¹⁹¹ demonstrated a clear association between parents'

and children's orientations and attitudes. In a further study, Gardner and Lambert (1972, the Philippine Study)¹⁹² reported that students rated their parents as having similar attitudes to their own. In a recent study of Kuwaiti university students, Ismail (1984)¹⁹³ also indicated a significant intercorrelation between students' attitudes and those of their parents.

The results of the present study and those conducted earlier by Feenstra (1967)¹⁹⁴, Gardner (1960)¹⁹⁵, Gardner and Lambert (1972)¹⁹⁶, Gardner and Santos (1970)¹⁹⁷ and Ismail (1984)¹⁹⁸ support the notion that the students' attitudinal and motivational orientations towards learning a second/foreign language are likely to develop within the family.

5.9 Hypothesis 7

It was hypothesized that since there was no exposure to the target language outside the classroom, and since the teacher was the prime user of the language, there would be a significant and positive association between teachers' attitudes towards the English language and the students' attitudes and motivation towards learning the language.

In order to test the hypothesis, a Pearson product-moment correlation was run on the relevant predictor variables (V32 Teachers' attitudes towards learning English, V33 Teachers' attitudes towards English as a subject in the school curriculum, V34 Teachers' interest in foreign languages, V35 Teachers' integrative orientation, V36 Teachers' instrumental orientation) and concerned

criterion measures (V1 Students' attitudes towards learning English, V2 Students' interest in foreign languages, V3 Students' integrative orientation, V4 Students' instrumental orientation, V16 English course-utility as perceived by students). It may be mentioned here that data on attitudes were collected from thirty students and four teachers in each school. Therefore, in order to test this hypothesis, we had to find out the mean scores of both teachers' and students' attitudes and then put it in a separate data file for computing the correlational analysis. Consequently, the number of samples in this case should be considered as eight only (i.e., schools) not as two hundred forty (i.e., students) as in the cases of other hypotheses tested. Table 5.9 presents the correlation coefficients computed among the concerned variables.

The analysis of the data presented in Table 5.9 demonstrated a modest but positive correlation between the variables concerned, thus lending only partial support to the hypothesis.

Comments

Hypothesis 7 was partially supported. Contrary to the expectation of the researcher, the results of the data analysis yielded a non-significant positive correlation among all the concerned predictor and criterion measures. This unexpected non-significant correlation may be due to the fact that data for the teachers were collected from a small number of 30 samples. Furthermore, the data collecting instrument for teachers (Teachers' Questionnaire) was original to this study and has not therefore been checked for statistical validity and reliability in earlier studies.

Table 5.9 Pearson's product-moment correlation coefficients
computed among the concerned predictor (teachers'
attitudes) and criterion measures (students' attitudes)

| | V1 | V16 | V2 | V3 | V4 |
|-----|-----|-----|-----|-----|-----|
| V32 | .33 | | | | |
| V33 | | .34 | | | |
| V34 | | | .02 | | |
| V35 | | | | .45 | |
| V36 | | | | | .46 |

N = 8 (Schools)

Level of Significance * p <.01

 ** p <.001

Names of variables:

| | | | |
|-----|---|-----|---|
| V32 | Teachers' attitudes towards learning English | V1 | Students' attitudes towards learning English |
| V33 | Teachers' attitudes towards English as a subject in the school curriculum | V2 | Students' interest in foreign languages |
| V34 | Teachers' interest in foreign languages | V3 | Students' integrative orientation |
| V35 | Teachers' integrative orientation | V4 | Students' instrumental orientation |
| V36 | Teachers' instrumental orientation | V16 | English course utility as perceived by students |

However, no comparisons can be made concerning the validity of the present finding since no other previous study has examined the interrelationships of teachers' attitudes with students' attitudes and motivation towards learning a second/foreign language. Nevertheless, in an investigation of attitudes towards English and Spanish as language of instruction in a Bilingual Education Programme in San Antonio, Texas, Walschak (1984)¹⁹⁹ also observed a modest but positive association between teachers' and students' language attitudes. Some other studies assert that in order to have a better understanding of the role of attitudes and motivation in second/foreign language learning, the attitude structures of at least three sets of individuals (the student, parents, and teachers) should be considered (e.g. Feenstra, 1969²⁰⁰; Spolsky, 1969²⁰¹). Gardner and Lambert (1972)²⁰² also state that "of course teaching techniques and teachers' personalities can certainly affect the attitudes and motivation of students..." (p. 9). Besides this, there have been other studies where teacher effect was shown to be significant. One such study was carried out by Papalia and Zampogna (1972)²⁰³ for the purpose of investigating the effect of teacher behaviour on students' continuing foreign language study. They found that this depended mostly on the teacher and to a lesser extent on the relevance of the course. Other researchers also consider teachers to be one of the most important influences on student motivation (e.g. Girard, 1977²⁰⁴; Kharma, 1977b²⁰⁵).

Although the present results do not lead to any precise conclusion, it is still suggestive of the fact that there exists an

association between teachers' and students' attitudinal/motivational orientations. This important new finding merits further study in follow-up research.

5.10 Reactions to Learning English

As mentioned before another purpose of this study was to determine whether the students considered learning English important and why. The students were asked to respond to the following question:

"One of your friends believes that since Bengali is our mother tongue, there is no need for us to learn English. What would you say to him?"

The answers given by the students indicated that 98 per cent of them considered learning English important. These are translations of representative examples of some of the reply types that were given most frequently:

Bengali is our mother tongue, so we must have mastery over it. But it is also good to have a good command of English because it would be useful for us in different professions in the future.

We must learn English because it would be useful in international trade and commerce. It will be also useful while travelling abroad.

In order to build our country we must mix with people from other countries of the world. We cannot mix with them unless we know English.

I will tell him/her that we need to learn English because it is an international language. By learning this language we will be able to mix with more and more varied people. It will also be useful for us in getting jobs in foreign countries.

Although it is not necessary for us to learn English in order to lead a simple life within Bangladesh, but we should learn English if we want to have a better career and modern life style and to maintain relations with other countries of the world.

English is an international language. Although we may not need it at the present moment, we will need it in the future for the enhancement of our career, both academic and professional.

Bengali is our mother tongue. Though we do not have to speak English in our country, it would be useful for our higher education abroad.

Though Bengali is our mother tongue, we cannot ignore the importance of English. It is an international language. We will be deprived of many aspects of the modern civilization if we do not learn English.

English is the only language which functions as the lingua franca between the peoples of the world, the most widely understood language in international forums. So we must learn English in order to maintain relations with other countries of the world. Otherwise, we will be left in isolation from the rest of the world.

From their answers it is obvious that they are concerned with what the future may hold for them if they do not know English. As can be seen the responses varied from seeing English as influencing their future career (both academic and professional) to helping them communicate with people from different countries of the world. The reasons for studying English offered by the majority of the students (77%) are overwhelmingly the ones normally labelled instrumental. From the answers obtained it was evident that these students consider English as an international language rather than as inseparably connected to a specific nation.

5.11 Results of Factor Analysis (Parental Attitudinal/Motivational Measures and Students' Attitudes/Motivation and Achievement Measures)

As mentioned earlier in Section 5.1 factor analysis was performed to summarize the correlational patterns. It helped us to obtain, from a large number of variables, a small number of factors accounting for achievement in English.

It may be mentioned here, however, that for purely statistical reasons teachers' attitudes measures could not be included in this analysis of parents' and students measures. That is, the data for the investigation were collected from 240 students and their parents and 30 teachers. Hence there was a one-to-one correspondence for parents and students and which made it possible for the data to be entered into the same data file whereas teachers' measures could not be entered into it as there was no such one-to-one correspondence. Therefore in order to investigate the association between teachers' and students' language attitudes we had to compute the mean scores on the concerned variables for both teachers and students in each school and enter them into a separate data file for further analysis (also see Section 5.9). Furthermore, as the association between teachers' and students' attitudes involved only a limited number of variables (five sets) and fewer samples (eight only) it was not considered necessary to use the factor analysis to reach the conclusions reported in 5.9. As noted in Section 5.1, factor analysis is useful in cases which involve multiple variables and multiple subjects.

In order to factor analyse the data, Pearson's product-moment correlations were computed between all continuous variables. The correlations between each of the continuous variables and the four dichotomous variables (Sex, Academic Major, Students' Orientation Index and Parental Orientation Index) were computed as point biserial correlations, while the intercorrelations of these variables were computed as phi-coefficients. The resulting correlation matrix is shown in Table 5.10. The correlation matrix was factor analyzed using the Principal axis factor matrix which extracts orthogonal factors in order of decreasing variance (Palumbo, 1969).²⁰⁶ The factor matrix along with the communalities of each of the variables and eigenvalues for the eight factors is presented in Table 5.11. The eight factors with eigen-values greater than 1.0 were rotated using the Normalized Varimax Solution (Kaiser, 1958).²⁰⁷ The rotated factor matrix is shown in Table 5.12. Factor 1 accounts for 21.8% of common variance; Factor 2 for 9.7 ; Factor 3 for 7.9%; Factor 4 for 5.9%; Factor 5 for 3.5%; Factor 6 for 2.4%; Factor 7 for 2.0%; Factor 8 for 1.6%. Variables with loadings of $\pm .20$ or higher have been arbitrarily considered as substantial contributors to a particular factor.

Table 5.10

Correlation Coefficients Computed Among Parents' and Students' Measures

| | V 1 | V 2 | V 3 | V 4 | V 5 | V 6 | V 7 | V 8 | V 9 | V 10 | V 11 | V 12 | V 13 | V 14 | V 15 | V 16 | V 17 | V 18 | V 19 | V 20 | V 21 | V 22 | V 23 | V 24 | V 25 | V 26 | V 27 | V 28 | V 29 | V 30 | V 31 |
|-----|-----|-----|-----|-----|------|-----|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|
| V1 | - | .13 | .26 | .47 | -.20 | .17 | .74 | .81 | .01 | .44 | .33 | .34 | .18 | .35 | .15 | .23 | .33 | .03 | -.11 | .36 | .35 | .14 | .22 | .19 | .09 | .08 | .21 | .14 | .10 | .14 | -.01 |
| V2 | | - | .43 | .01 | .09 | .29 | .18 | .22 | .12 | .01 | .05 | -.01 | -.03 | .06 | -.01 | .04 | .01 | .05 | .03 | -.11 | -.03 | -.01 | -.11 | .17 | .23 | .17 | -.09 | .10 | .06 | .19 | -.08 |
| V3 | | | - | .04 | .25 | .46 | .18 | .25 | .15 | .07 | .05 | .04 | .03 | .06 | .01 | .10 | .05 | .05 | .06 | -.01 | .01 | -.02 | -.02 | .09 | .20 | .23 | -.12 | .15 | .04 | .26 | -.01 |
| V4 | | | | - | -.13 | .08 | .57 | .45 | -.13 | .25 | .19 | .25 | .19 | .32 | .08 | .20 | .27 | .07 | -.02 | .37 | .37 | .14 | .10 | .15 | .10 | .06 | .18 | .05 | .10 | .03 | -.04 |
| V5 | | | | | - | .16 | -.17 | -.19 | .01 | -.16 | -.20 | -.14 | -.17 | -.21 | -.05 | -.17 | -.22 | .10 | .06 | -.50 | -.51 | -.22 | -.46 | -.08 | -.04 | .06 | -.29 | .03 | -.09 | .08 | .09 |
| V6 | | | | | | - | .13 | .16 | .09 | .02 | .07 | .05 | .09 | .08 | .13 | .07 | .08 | .06 | -.00 | -.06 | -.03 | -.06 | -.02 | .13 | .11 | .16 | -.08 | .14 | .14 | .22 | -.05 |
| V7 | | | | | | | - | .79 | .01 | .32 | .20 | .29 | .18 | .33 | .13 | .23 | .27 | -.05 | -.12 | .39 | .36 | .15 | .18 | .12 | .10 | .08 | .21 | .12 | .14 | .11 | -.00 |
| V8 | | | | | | | | - | .03 | .35 | .37 | .31 | .14 | .34 | .13 | .25 | .27 | -.07 | -.10 | .37 | .33 | .12 | .18 | .09 | .12 | .09 | .21 | .10 | .07 | .15 | .05 |
| V9 | | | | | | | | | - | .04 | .05 | .05 | .07 | .09 | .16 | .01 | .08 | .08 | -.03 | -.01 | -.00 | -.01 | .01 | .03 | .00 | -.10 | -.04 | -.01 | -.06 | .01 | .03 |
| V10 | | | | | | | | | | - | .81 | .79 | .68 | .59 | .24 | .52 | .53 | -.05 | -.04 | .35 | .34 | .15 | .30 | .08 | .06 | -.00 | .22 | .11 | .11 | .04 | .06 |
| V11 | | | | | | | | | | | - | .81 | .74 | .58 | .19 | .58 | .50 | -.06 | -.07 | .27 | .29 | .06 | .24 | .06 | .02 | -.03 | .14 | .04 | .10 | .05 | .05 |
| V12 | | | | | | | | | | | | - | .64 | .60 | .20 | .61 | .53 | -.05 | -.11 | .27 | .26 | .05 | .20 | .05 | .03 | -.01 | .16 | .04 | .09 | .00 | .03 |
| V13 | | | | | | | | | | | | | - | .53 | .16 | .60 | .48 | .05 | -.07 | .34 | .33 | .16 | .31 | .07 | .04 | -.05 | .26 | .02 | .11 | .02 | -.02 |
| V14 | | | | | | | | | | | | | | - | .44 | .66 | .78 | -.02 | -.09 | .35 | .31 | .16 | .35 | .11 | .03 | -.03 | .11 | .04 | .08 | .07 | .04 |
| V15 | | | | | | | | | | | | | | | - | .26 | .34 | .12 | -.05 | .12 | .15 | .07 | .14 | .06 | -.00 | -.06 | -.01 | -.00 | .03 | .08 | .05 |
| V16 | | | | | | | | | | | | | | | | - | .52 | -.01 | -.11 | .34 | .30 | .17 | .33 | .07 | .01 | .02 | .20 | .03 | .12 | .03 | .02 |
| V17 | | | | | | | | | | | | | | | | | - | .01 | -.10 | .34 | .30 | .18 | .31 | .07 | .01 | -.02 | .10 | .08 | .07 | .03 | -.01 |
| V18 | | | | | | | | | | | | | | | | | | - | .00 | -.06 | .03 | .02 | -.05 | .10 | -.01 | -.03 | .04 | -.01 | .07 | -.08 | -.18 |
| V19 | | | | | | | | | | | | | | | | | | | - | -.18 | -.25 | -.30 | -.28 | .01 | -.01 | -.04 | -.19 | .05 | -.01 | -.07 | .02 |
| V | | | | | | | | | | | | | | | | | | | | - | .75 | .58 | .76 | .17 | .01 | -.07 | .46 | .12 | .19 | -.09 | -.06 |
| V 1 | | | | | | | | | | | | | | | | | | | | | - | .54 | .69 | .17 | .07 | -.01 | .36 | .02 | .14 | -.01 | -.09 |
| V22 | | | | | | | | | | | | | | | | | | | | | | - | .60 | .11 | -.04 | -.10 | .24 | -.04 | .09 | -.10 | -.00 |
| V 3 | | | | | | | | | | | | | | | | | | | | | | | - | .14 | -.00 | -.08 | .33 | .04 | .09 | -.12 | -.04 |
| V24 | | | | | | | | | | | | | | | | | | | | | | | | - | .43 | .40 | .26 | .48 | .40 | .40 | .11 |
| V 5 | | | | | | | | | | | | | | | | | | | | | | | | | - | .47 | .19 | .45 | .34 | .47 | .01 |
| V 6 | | | | | | | | | | | | | | | | | | | | | | | | | | - | .24 | .48 | .33 | .45 | .04 |
| V27 | | | | | | | | | | | | | | | | | | | | | | | | | | | - | .34 | .26 | .19 | -.13 |
| V28 | | | | | | | | | | | | | | | | | | | | | | | | | | | | - | .38 | .35 | -.03 |
| V29 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | - | .41 | -.01 |
| V30 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | - | -.01 |
| V31 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | - |

Names of Variables

- | | |
|---------------------------------------|---|
| 1. Attitudes Towards Learning English | 17. English Course - Interest |
| 2. Interest in Foreign Languages | 18. Sex |
| 3. Integrative Orientation | 19. Academic Major |
| 4. Instrumental Orientation | 20. Structure Test |
| 5. English Class Anxiety | 21. Vocabulary Test |
| 6. Perceived Parental Encouragement | 22. Reading Comprehension Test |
| 7. Motivational Intensity | 23. Teacher Awarded Marks |
| 8. Desire to Learn English | 24. Parental Attitudes Towards Learning English |
| 9. Orientation Index | 25. Parental Interest in Foreign Languages |
| 10. English Teacher - Evaluation | 26. Parental Integrative Orientation |
| 11. English Teacher - Rapport | 27. Parental Instrumental Orientation |
| 12. English Teacher - Competence | 28. Parental Encouragement |
| 13. English Teacher - Inspiration | 29. Parental Motivational Intensity |
| 14. English Course - Evaluation | 30. Parental Desire to Learn English |
| 15. English Course - Difficulty | 31. Parental Orientation Index |
| 16. English Course - Utility | |

Table 5.11

Principal Axis Factor Matrix (Parents' and Students' Measures)

| Variables | Commun- ality | Factor 1 | Factor 2 | Factor 3 | Factor 4 | Factor 5 | Factor 6 | Factor 7 | Factor 8 |
|--|------------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| Attitudes towards Learning English | .73 | .62 | .26 | -.04 | -.51 | -.13 | -.02 | .06 | .01 |
| Interest in Foreign Language | .33 | .06 | .39 | .16 | -.16 | .26 | -.10 | -.01 | -.22 |
| Integrative Orientation | .69 | .12 | .48 | .22 | -.25 | .51 | -.27 | -.06 | -.04 |
| Instrumental Orientation | .42 | .46 | .11 | -.10 | -.30 | -.17 | .13 | .20 | .06 |
| English Class Anxiety | .68 | -.40 | .23 | .40 | -.07 | .16 | -.06 | .14 | .51 |
| Perceived Parental Encouragement | .31 | .11 | .36 | .18 | -.12 | .34 | -.07 | .03 | -.03 |
| Motivational Intensity | .79 | .59 | .26 | -.10 | -.57 | -.18 | .05 | .03 | .06 |
| Desire to Learn English | .83 | .60 | .28 | -.04 | -.60 | -.16 | -.03 | -.10 | -.01 |
| Orientation Index | .07 | .04 | .01 | .11 | -.02 | .22 | .01 | -.00 | -.10 |
| English Teacher - Evaluation | .77 | .75 | -.10 | .35 | .12 | -.14 | -.19 | .03 | .05 |
| English Teacher - Rapport | .88 | .71 | -.15 | .46 | .20 | -.12 | -.27 | .01 | -.08 |
| English Teacher - Competence | .78 | .70 | -.14 | .44 | .13 | -.16 | -.15 | .04 | .04 |
| English Teacher - Inspiration | .68 | .66 | -.18 | .29 | .28 | .01 | -.18 | .15 | -.02 |
| English Course - Evaluation | .97 | .76 | -.12 | .34 | .06 | .15 | .47 | -.15 | .00 |
| English Course - Difficulty | .25 | .30 | -.04 | .15 | .00 | .19 | .31 | .01 | .03 |
| English Course - Utility | .52 | .64 | -.12 | .25 | .16 | .08 | .04 | -.03 | .04 |
| English Course - Interest | .62 | .65 | -.12 | .24 | .07 | .11 | .31 | -.06 | -.01 |
| Sex | .37 | -.01 | .04 | .00 | .01 | .20 | .13 | .56 | -.04 |
| Academic Major | .12 | -.19 | .08 | .18 | -.01 | -.11 | .05 | .02 | -.16 |
| Structure Test | .81 | .69 | -.19 | -.54 | .01 | .04 | -.05 | -.01 | .03 |
| Vocabulary Test | .71 | .65 | -.14 | -.48 | -.00 | .15 | -.09 | .04 | -.08 |
| Reading Comprehension Test | .57 | .38 | -.21 | -.48 | .03 | .29 | -.07 | -.00 | .26 |
| Teacher Awarded Marks | .80 | .58 | -.28 | -.50 | .14 | .31 | -.09 | -.15 | .02 |
| Parental Attitudes toward Learning English | .48 | .24 | .52 | -.20 | .29 | .02 | .11 | .12 | -.05 |
| Parental Interest in Foreign Languages | .45 | .14 | .59 | -.09 | .25 | -.04 | .00 | -.09 | -.06 |
| Parental Integrative Orientation | .49 | .07 | .64 | -.06 | .24 | -.10 | -.00 | -.09 | .05 |
| Parental Instrumental Orientation | .42 | .39 | .15 | -.37 | .23 | -.19 | -.06 | .12 | .05 |
| Parental Encouragement | .47 | .18 | .57 | -.12 | .30 | -.10 | .04 | -.01 | .06 |
| Parental Motivational Intensity | .34 | .23 | .41 | -.15 | .30 | -.07 | .04 | .06 | .05 |
| Parental Desire to Learn English | .47 | .12 | .63 | .02 | .20 | -.00 | .04 | -.13 | .04 |
| Parental Orientation Index | .14 | -.02 | -.03 | .12 | -.02 | -.07 | -.01 | -.29 | .19 |
| Eigen Value | | 7.03 | 3.51 | 2.78 | 2.16 | 1.58 | 1.26 | 1.16 | 1.03 |

Table 5.12 Varimax Rotated Factor Matrix after Rotation with Kaiser Normalization (Parents' and Students' Measures)

| Variables | Factor 1 | Factor 2 | Factor 3 | Factor 4 | Factor 5 | Factor 6 | Factor 7 | Factor 8 |
|--|----------|----------|----------|----------|----------|----------|----------|----------|
| Attitudes towards Learning English | .21 | .14 | .79 | .10 | .16 | .07 | .05 | .00 |
| Interest in Foreign Language | -.01 | -.13 | .12 | .16 | .52 | -.01 | .06 | .05 |
| Integrative Orientation | .03 | .01 | .14 | .15 | .79 | -.05 | -.16 | -.03 |
| Instrumental Orientation | .14 | .13 | .57 | .08 | -.08 | .13 | -.01 | .15 |
| English Class Anxiety | -.11 | -.30 | -.13 | -.01 | .19 | -.06 | -.73 | -.03 |
| Perceived Parental Encouragement | .03 | -.03 | .09 | .16 | .50 | .07 | -.12 | .06 |
| Motivational Intensity | .11 | .15 | .85 | .10 | .08 | .09 | .02 | -.03 |
| Desire to Learn English | .15 | .12 | .85 | .08 | .19 | .05 | .10 | -.15 |
| Orientation Index | .04 | -.00 | -.05 | -.06 | .22 | .11 | .03 | .04 |
| English Teacher - Evaluation | .82 | .14 | .23 | .06 | .00 | .12 | .01 | -.06 |
| English Teacher - Rapport | .92 | .04 | .11 | .02 | .06 | .08 | .09 | -.06 |
| English Teacher - Competence | .84 | .04 | .20 | .01 | -.01 | .16 | -.01 | -.06 |
| English Teacher - Inspiration | .78 | .19 | .02 | .03 | .02 | .13 | .03 | .11 |
| English Course - Evaluation | .51 | .14 | .20 | .04 | .07 | .79 | .09 | -.08 |
| English Course - Difficulty | .15 | .07 | .07 | -.01 | .09 | .45 | -.03 | .06 |
| English Course - Utility | .59 | .20 | .09 | .05 | .06 | .33 | .02 | -.03 |
| English Course - Interest | .47 | .16 | .17 | .02 | .04 | .58 | .08 | -.02 |
| Sex | -.02 | -.01 | -.01 | -.01 | .07 | .08 | -.14 | .58 |
| Academic Major | -.04 | -.33 | -.05 | .00 | .02 | -.03 | .06 | .03 |
| Structure Test | .21 | .76 | .29 | .07 | -.15 | .08 | .26 | .05 |
| Vocabulary Test | .21 | .70 | .26 | .06 | -.00 | .06 | .29 | .14 |
| Reading Comprehension Test | .02 | .75 | .05 | -.03 | -.04 | .06 | -.04 | .03 |
| Teacher Awarded Marks | .18 | .83 | .02 | .00 | .01 | .13 | .25 | -.03 |
| Parental Attitudes toward Learning English | .01 | .11 | .06 | .65 | .06 | .08 | .06 | .19 |
| Parental Interest in Foreign Languages | .00 | -.03 | .04 | .65 | .14 | -.02 | .07 | -.04 |
| Parental Integrative Orientation | -.03 | -.08 | .05 | .67 | .09 | -.06 | -.05 | -.09 |
| Parental Instrumental Orientation | .17 | .35 | .16 | .40 | -.24 | -.09 | .12 | .12 |
| Parental Encouragement | .03 | .01 | .05 | .68 | .02 | -.01 | -.02 | .01 |
| Parental Motivational Intensity | .08 | .11 | .04 | .56 | -.03 | .02 | -.00 | .08 |
| Parental Desire to Learn English | -.00 | -.09 | .06 | .63 | .19 | .04 | -.05 | -.10 |
| Parental Orientation Index | .03 | -.03 | -.00 | -.03 | -.04 | .04 | -.11 | -.35 |

Factor 1 receives its substantial loadings from ten variables concerning attitudes towards the learning situation, two measures of achievement and the measure of attitudes towards learning English:

| | | |
|-------------|------------------------------------|-----|
| Variable 11 | English Teacher-Rapport | .92 |
| Variable 12 | English Teacher-Competence | .84 |
| Variable 10 | English Teacher-Evaluation | .82 |
| Variable 13 | English Teacher-Inspiration | .78 |
| Variable 16 | English Course-Utility | .59 |
| Variable 14 | English Course-Evaluation | .51 |
| Variable 17 | English Course-Interest | .47 |
| Variable 1 | Attitudes towards learning English | .21 |
| Variable 20 | Structure Test | .21 |
| Variable 21 | Vocabulary Test | .21 |

All the measures receiving higher loadings on this factor are related to attitudes towards the learning situation (variables 11, 12, 10, 13, 16, 14, 17). Hence factor one can be designated as a factor of "Attitudes towards the Learning situation."

The configuration indicates that in this investigation, those students who perceive greater rapport and warmth of the teacher (variable 11) perceive the teacher as being competent (variable 12). They also evaluate their teacher positively (variable 10) and feel that the teacher inspires them to learn English (variable 13). They also consider the course as being useful (variable 16), evaluate it positively (variable 14), and find it interesting (variable 17). The loading of variable one (attitudes towards learning English) on

this factor suggests that students having positive attitudes towards the learning situation will also demonstrate a positive attitude towards learning the language.

Two measures of achievement (variable 20 and 21) also loaded appreciably on this factor. It seems reasonable to assume that students' attitudes toward the learning situation and their attitudes toward learning the language would be related to their achievement in the language. This factor accounts for 21.8% of common variance.

Factor 2 which accounts for 9.7% of the common variance, receives appreciable loadings from the following measures:

| | | |
|-------------|-----------------------------------|------|
| Variable 23 | Teacher Awarded Marks | .83 |
| Variable 20 | Structure Test | .76 |
| Variable 22 | Reading Comprehension Test | .75 |
| Variable 21 | Vocabulary Test | .70 |
| Variable 27 | Parental Instrumental Orientation | .35 |
| Variable 19 | Academic Major | -.33 |
| Variable 5 | English Class Anxiety | -.30 |
| Variable 16 | English Course-Utility | .20 |

Since Factor 2 receives its highest loadings from all the measures of achievement in English, this factor can be best identified as an "Achievement Factor". In addition to these indices of achievement in English, which clearly define the factor, four other variables receive appreciable loadings. These include the measures of parental instrumental orientation (variable 27),

Academic Major (variable 19), English Class Anxiety (variable 5) and English Course-Utility (variable 20).

The structure of loadings on this factor suggests that the students in this study who have been awarded higher marks by their language teachers (variable 23) also received higher scores on all the measures of achievement used in the study (variables 20, 22 and 21). The appreciable positive loadings of parental instrumental orientation (variable 27) on this factor suggest that those students whose parents stressed the instrumental value of learning English achieved higher scores than those whose parents de-emphasized the pragmatic value of learning English. This factor also receives appreciable positive loadings from English course-utility (variable 16) indicating that students who achieved higher scores on achievement tests also consider the course to be useful. Negative loadings of academic major (variable 19) on this factor demonstrate that the pattern observed in factor 2 appears to be characteristic of science students. Furthermore, the negative loadings of English classroom anxiety (variable 5) on this factor indicates that those students achieving higher scores encounter relatively less anxiety while participating in the class. To sum up, science students in this study achieve higher scores in English. They also encounter less anxiety while participating in classroom activities and have parents who are more instrumentally oriented towards English language study.

Factor 3 accounts for 7.9% of the common variance and receives substantial loadings from the following nine variables:

| | | |
|-------------|-----------------------------------|-----|
| Variable 7 | Motivational Intensity | .85 |
| Variable 8 | Desire to Learn English | .85 |
| Variable 1 | Attitudes toward Learning English | .79 |
| Variable 4 | Instrumental Orientation | .57 |
| Variable 20 | Structure Test | .29 |
| Variable 21 | Vocabulary Test | .26 |
| Variable 10 | English Teacher-Evaluation | .23 |
| Variable 12 | English Teacher-Competence | .20 |
| Variable 14 | English Course-Evaluation | .20 |

The factor received its highest loadings from students' attitudes/motivation measures that show the amount of effort a student is willing to undertake in order to learn English as well as the instrumental reasons for learning the language (variables 7, 8, 1 and 4). This factor, therefore, can be identified as an "Instrumental Motivation Factor".

The pattern of loadings on this factor suggests that students who are highly motivated towards learning English (variable 7) also express a stronger desire to learn the language (variable 8). They also seem to have more favourable attitudes towards learning English (variable 1) and are also instrumentally oriented towards learning the language (variable 4). English Teacher - Evaluation (variable 10), English Teacher - Competence (variable 12) and English course - Evaluation (variable 14) also had substantial loadings on this factor suggesting the fact that students having favourable orientation towards learning English also evaluate their English teachers positively, consider them to be competent and also evaluate their English course positively. Loadings of structure and

vocabulary tests (Variables 20 and 21) on this factor suggest that students who have more positive attitudes towards learning English, express a stronger desire and motivation to learn the language, are relatively more instrumentally oriented towards English language study, evaluate their language teachers and course positively and consider their teachers to be competent achieve considerably higher scores on structure and vocabulary tests than those with a less favourable orientation.

The variables receiving appreciable loadings on Factor 4 include:

| | | |
|-------------|--|-----|
| Variable 28 | Parental Encouragement | .68 |
| Variable 26 | Parental Integrative Orientation | .67 |
| Variable 24 | Parental Attitudes Towards | |
| | Learning English | .65 |
| Variable 25 | Parental Interest in Foreign Languages | .65 |
| Variable 30 | Parental Desire to Learn English | .63 |
| Variable 29 | Parental Motivational Intensity to | |
| | Learn English | .56 |
| Variable 27 | Parental Instrumental Orientation | .40 |

All the measures having substantial loadings on this factor are related to parental attitudes/motivation, which is therefore designated "Parents". The structure of loadings on this factor suggests that parents who felt that they were strongly encouraging their children to learn English (Variable 28) were integratively oriented towards learning English (Variable 26) and were also considerably interested in Learning foreign languages (Variable 25).

They had also more favourable attitudes towards learning English (Variable 24) and also showed a greater desire and stronger motivation towards learning the language (Variables 30 and 29). They also seemed to be aware of the instrumental value of learning English (Variable 27). This factor accounts for 5.9% of the common variance.

Factor 5, which accounts for 3.5% of the common variance, receives loadings greater than $\pm .20$ from the following measures:

| | | |
|-------------|-----------------------------------|------|
| Variable 3 | Integrative Orientation | .79 |
| Variable 2 | Interest in Foreign Languages | .52 |
| Variable 6 | Perceived Parental Encouragement | .50 |
| Variable 27 | Parental Instrumental Orientation | -.24 |
| Variable 9 | Orientation Index | .22 |

The pattern of loading suggests that this factor is best defined as the "Integrative Motivation Factor". The structure of loadings on this factor suggests that the students in this study who show a relatively higher degree of integrativeness towards English language study (Variable 3) also show a greater interest in foreign languages (Variable 2). Furthermore, they perceive that their parents encourage them most to learn English (Variable 6). Negative loadings of parental instrumental orientation (Variable 27) on this factor indicate that in this study students who show a greater degree of integrativeness towards learning English, demonstrate greater interest in foreign languages and perceive strong parental encouragement had parents who were less instrumentally oriented towards English language study (Variable 27). The positive loadings

of orientation index (Variable 9) suggest that the pattern observed in Factor 5 seems to be more characteristic of those students who endorsed the integrative reasons for learning English.

Factor 6 accounts for 2.4% of the common variance. The factor receives substantial loadings from four variables thus:

| | | |
|-------------|-----------------------------|-----|
| Variable 14 | English Course - Evaluation | .79 |
| Variable 17 | English Course - Interest | .58 |
| Variable 15 | English Course - Difficulty | .45 |
| Variable 16 | English Course - Utility | .33 |

All the measures receiving appreciable loadings on this factor are measures concerned with students' evaluative reactions towards the English language course and is therefore labelled "Attitudes towards English Course".

The structure of loadings on this factor suggests that the students in this study who evaluate the course positively (Variable 14) also find the course interesting (Variable 17). They also consider the course to be easy (Variable 15) and find it to be useful (Variable 16).

Factor 7, which accounts for 2% of the common variance receives substantial loadings from the following variables:

| | | |
|-------------|-------------------------|------|
| Variable 5 | English Class - Anxiety | -.73 |
| Variable 21 | Vocabulary Test | .29 |

| | | |
|-------------|-----------------------|-----|
| Variable 20 | Structure Test | .26 |
| Variable 23 | Teacher Awarded Marks | .25 |

The variable with the highest loadings on this factor concern English class anxiety, and it is therefore designated the "Anxiety Factor". The pattern of loadings on this factor suggests that students experiencing relatively less anxiety (Variable 5) while participating in the English class achieved comparatively higher scores on the vocabulary test (Variable 21). They also achieved comparatively higher scores on the structure test (Variable 20) and were also awarded relatively higher marks by their English language teachers (Variable 23).

Factor 8 accounts for only 1.6% of the common variance and receives appreciable loadings from the following two variables:

| | | |
|-------------|----------------------------|------|
| Variable 18 | Sex | .58 |
| Variable 31 | Parental Orientation Index | -.35 |

Variable 18, Sex, provides the major defining element of Factor 8, suggesting that this factor reflects sex differences. The structure of loadings on the factor suggests that for girls in this study, the majority of the parents tend to endorse reasons which stress the utilitarian value of English language study (Variable 31).

5.12 Additional Finding

From their responses to the open questionnaire in Section 5.10 it was revealed that some students in this investigation seemed to be more aware of the wider functions of the English language than others. This inspired us to investigate if there were any differences in attitudes/motivation and in achievement between those who were relatively more aware of the wider functions of English and those who were relatively less aware of its wider functions. To ascertain whether or not there were significant differences between the two groups, a Students' t-test procedure was performed. Table 5.13 presents the results of the t-test procedure.

The results of the test of significance presented in Table 5.13 show that the two groups differ significantly in mean attitudinal and motivational scores. However, the differences between the two groups on measures of interest in foreign languages and instrumental orientation were not significant. The results show that in this study those students who were more aware of the wider functions of English had more favourable attitudes towards learning English and were also integratively oriented towards learning the language. They also expressed stronger motivation and greater desire to learn English and also achieved relatively higher scores on all the measures of achievement used in the study.

The differences between the two groups on measures of attitudes toward learning English and integrative orientation were significant at $p < .01$, t value being 3.26 and 3.15 respectively. And the differences on measures of motivational intensity and desire to

Table 5.13 Students' t-test for comparison of students who are more aware of the wider functions of English with those who are comparatively less aware of the wider functions of English with respect to their attitudes/motivation and achievement

| Variables | Group ^a | Number of Cases | Mean | Standard Deviation | Standard Error | Degrees of freedom | T Value |
|-----------------------------------|--------------------|-----------------|---------|--------------------|----------------|--------------------|---------|
| Attitudes Toward Learning English | Group 1 | 152 | 59.9671 | 8.840 | 0.717 | 238 | 3.26* |
| | Group 2 | 88 | 56.0455 | 9.190 | 0.980 | | |
| Interest in Foreign Language | Group 1 | 152 | 49.0921 | 5.441 | 0.441 | 238 | 2.35 |
| | Group 2 | 88 | 47.2045 | 6.850 | 0.730 | | |
| Integrative Orientation | Group 1 | 152 | 25.7105 | 2.849 | 0.231 | 238 | 3.15* |
| | Group 2 | 88 | 24.1705 | 4.725 | 0.504 | | |
| Instrumental Orientation | Group 1 | 152 | 23.1184 | 4.116 | 0.334 | 238 | 2.04 |
| | Group 2 | 88 | 21.9205 | 4.800 | 0.512 | | |
| Motivational Intensity | Group 1 | 152 | 25.1316 | 3.919 | 0.318 | 238 | 4.58** |
| | Group 2 | 88 | 22.4432 | 5.083 | 0.542 | | |
| Desire to Learn English | Group 1 | 152 | 24.7961 | 3.537 | 0.287 | 238 | 4.60** |
| | Group 2 | 88 | 22.5227 | 3.942 | 0.420 | | |
| Structure Test | Group 1 | 152 | 80.7368 | 16.310 | 1.323 | 238 | 4.40** |
| | Group 2 | 88 | 71.2273 | 15.847 | 1.689 | | |
| Vocabulary Test | Group 1 | 152 | 56.7763 | 21.960 | 1.781 | 238 | 4.32** |
| | Group 2 | 88 | 44.3750 | 20.480 | 2.183 | | |
| Reading Comprehension Test | Group 1 | 152 | 84.3421 | 20.187 | 1.637 | 238 | 3.89** |
| | Group 2 | 88 | 73.0682 | 23.942 | 2.552 | | |
| Teacher Awarded Marks | Group 1 | 152 | 48.0921 | 16.153 | 1.310 | 238 | 4.28** |
| | Group 2 | 88 | 39.2045 | 14.261 | 1.520 | | |

a. Group 1 (Those who are more aware of the wider functions of English)
Group 2 (Those who are less aware of the wider functions of English)

Level of Significance *p < .01
**p < .001

learn English were significant at $p < .001$, t value being 4.58 and 4.60 respectively. Similar were the differences on measures of structure, vocabulary and reading comprehension and teacher awarded marks, all being significant at $p < .001$ level ($t = 4.40, 4.32, 3.89$ and 4.28 respectively).

The next chapter will present the summary, conclusions, and recommendations based upon the review of the related literature and the data collected and analyzed for the current study.

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Chapter Six

Summary of Research Methods and Findings

In the preceding chapters of this thesis we have included a statement of the problem, a discussion on the role of attitudes and motivation in second/foreign language learning, a review of the previous research, an account of the research procedures employed, and an analysis of the data collected. This chapter presents the summary, conclusions, and recommendations based upon the review of the related literature and the data collected and analyzed for the present research. It will be divided into four sections. In the first section a brief summary of the purpose, methodology and the results will be presented. In the second, the conclusions that can be drawn from the results of the study will be presented. In the third implications for English language teachers will be discussed, while recommendations for future research in the area of second/foreign language learning will be offered in the final section.

6.1 Summary

The major objective of this study has been to ascertain the relationship between Bangladeshi high school students' motivational orientation and their attainment in English. The study has also examined the possible effect of gender and academic major and the influence of parents and teachers on students' attitudes and motivation to learn English. Another purpose of the study has been to determine whether these students considered learning English

important and why. The last objective has been to relate the findings of this study to English language teaching programmes in high schools in Bangladesh.

The study was conducted with 240 tenth grade students selected randomly from eight high schools (four for boys and four for girls) in Dhaka City, Bangladesh. Thirty students were selected from each school, half of them representing the humanities group and half of them the science group. Besides the data collected from the students, data were also collected from their parents with a view to examining the possible association between parents' and children's language attitudes. In addition, data were collected from 30 English language teachers from the high schools studied in order to investigate the possible relationship between students' and teachers' language attitudes. Thus the final sample of informants participating in the present study consisted of 240 students, 240 parents and 30 English language teachers.

Measurement of the students' attitudes towards English and their motivation to learn it was determined by a modified version of the Attitude/Motivation Test Battery developed by Gardner (1985b).¹ Their achievement in English was measured through the following tests: Structure, Vocabulary, Reading Comprehension and Teacher Awarded Grades. Parental attitudes towards English language were determined by a revised version of the Attitude/Motivation Test Battery originally developed by Colletta (1982).² Teachers' language attitudes were ascertained by an Attitude Inventory devised specifically for the present study. Tests and questionnaires were administered in regular classrooms during normal class time. All

tests were administered jointly by the researcher and an assistant trained by the researcher. Parental questionnaires were sent home with the students. The parents were requested to return the completed questionnaire, via their children, to the head of their child's school, from where they were collected by the researcher. Teacher questionnaires were given to the heads of the schools investigated for distribution among the English language teachers and subsequently the researcher collected the completed questionnaires from the school authorities.

The data resulting from those measures were then analyzed using the following statistics: descriptive statistics, Pearson product-moment correlations, frequency distribution, Students' t-test and factor analysis. Descriptive statistics were collected to determine the consistency of the data. Frequency distribution was used to test hypothesis 1a:

The reasons for learning English as a foreign language would be instrumental.

as it was to be tested on the basis of the responses to a dichotomous variable. Correlation coefficients, using Pearson correlation were determined to obtain the correlation among all variables with a view to testing the following hypotheses:

Hypothesis 1b. The more instrumentally (as opposed to integratively) oriented a student is while studying English, the greater his/her achievement in English.

Hypothesis 2. The association between different measures of attitude and motivation and achievement would be significant and positive.

Hypothesis 3. The more positive the attitudes of a student towards the learning situation, the greater his/her achievement in English.

Hypothesis 6. There would be a significant and positive relationship between the attitudes and motivation of the parents towards the language and the attitudes and motivation of the students towards learning the language.

Hypothesis 7. Since there is no exposure to the target language outside the classroom and the teacher is the prime user of the language, there would be a significant and positive association between the attitudes of teachers towards English language and the students' attitudes and motivation towards learning the language.

Since the hypotheses under investigation were directional the analysis was done using a one-tailed test.

In order to investigate the possible differences on the basis of the students' gender and academic major, a series of tests of significance were performed following the Students' t-test procedure to compare the means of the groups in question. All these analyses were done using a two-tailed test since the hypotheses:

Hypothesis 4. There would be significant differences in attitudes and motivation towards learning English and in achievement in the subject between boys and girls.

Hypothesis 5. There would be significant differences in attitudes and motivation concerning the learning of English between students with different academic majors.

under investigation were non-directional. The level of significance for the statistical tests in the study was set at $p < .01$.

The results of the analysis were then used to reject or accept the following null hypothesis developed to guide the current study:

Hypothesis 1a. The reasons for learning English as a foreign language would be instrumental

Based on the results of frequency distribution of responses to the concerned variable presented in Table 5.1 in Chapter V, this hypothesis was accepted. The results show that the majority of the students (63.3%) thought that they were learning English because of its utilitarian value while a minority (36.7%) believed they were learning English for integrative reasons. The majority of the larger group (the 63.3%) thought that they studied the language because it would help them in their future careers, and because it would be a useful tool in acquiring further information in their future higher study and research. They de-emphasized interest in the culture of any English-speaking people or any another foreign culture, a fact which indicates a lack of integrative orientation among the group of students.

Hypothesis 1b. The more instrumentally (as opposed to integratively) oriented a student is while studying English, the greater his/her achievement in English.

Based on the correlation coefficients reported in Table 5.2 in Chapter V, this hypothesis was largely confirmed. Analysis of the data revealed a significant and positive association between the student's instrumental orientation and their attainment in structure and vocabulary tests. Although the relationships between

instrumental orientation and achievement in reading comprehension test and teacher awarded marks are not significant, they were modest and positive. The findings suggest that students with an instrumental orientation towards English language study have a relatively higher level of attainment in English than those with an integrative orientation.

Hypothesis 2. The association between different measures of attitude and motivation and achievement would be significant and positive.

Based on the findings presented in Table 5.3 in the preceding chapter, the hypothesis was largely although not entirely accepted. Pearson product-moment correlations run on the relevant attitude/motivation inventories (Attitudes towards Learning English, Interest in Foreign Languages, Motivational Intensity and Desire to Learn English) with various measures of achievement in English (Structure, Vocabulary, Reading Comprehension and Teacher Awarded Marks) yielded a significant and positive correlation between attitudes towards learning English and all the measures of achievement except the reading comprehension test. However, the association between attitudes towards learning English and the reading comprehension test was modest and positive. The correlational analysis showed a significant and positive association between motivational intensity and all the measures of attainment. Further, the correlational analysis yielded a significant and positive correlation between desire to learn English and structure and vocabulary test results and teacher awarded marks and a modest positive association between desire to learn English and the reading

comprehension test results. However, the correlation analysis yielded a negative correlation between interest in foreign languages and the different criterion measures. The findings add further support to the view that students' attitudes towards learning English, motivational intensity and desire to learn English are positively related to their eventual level of achievement.

Hypothesis 3. The more positive the attitudes of a student towards the learning situation, the greater his/her achievement in English.

On the basis of the results of a Pearson's product-moment correlation run on the relevant predictor variables and various criterion measures, the hypothesis was largely accepted. An analysis of the data presented in Table 5.4 in Chapter V suggests that attitudes towards the English Teacher (Evaluation, Rapport, Competence and Inspiration) related significantly and positively with structure and vocabulary test results and teacher awarded marks. English teacher evaluation and English teacher inspiration correlated significantly and positively with reading comprehension test results. However, the correlational analysis yielded a non-significant positive association between English teacher rapport and English teacher competence on the one hand and reading comprehension test results on the other. The results also showed a significant and positive association between English course evaluation, English course utility and English course interest on the one hand and the various measures of achievement on the other. The results, however, demonstrated a significant and positive correlation between English course difficulty and vocabulary test

results and a modest positive association between English course difficulty on the one hand and structure test results and teacher awarded marks on the other. The relationship between English course difficulty and reading comprehension is very low although it is positive. The results also showed a significant negative correlation between English class anxiety and all the measures of achievement, suggesting that students expressing a greater amount of anxiety while participating in English class achieved less and vice versa.

Hypothesis 4. There would be significant differences in attitudes and motivation towards learning English and achievement in the subject between boys and girls.

Based on the findings presented in Tables 5.5 and 5.6 in Chapter V, the above hypothesis was rejected. The results of a series of tests of significance between two populations, i.e., boys and girls, revealed no significant differences as far as the mean attitudinal/motivational scores and achievement scores were concerned.

Hypothesis 5. There would be significant differences in attitudes and motivation concerning the learning of English between students with different academic majors.

Based on the findings presented in Table 5.7 in Chapter V the hypothesis was refuted. The results of the test of significance show that the two groups (science and humanities) did not differ significantly in mean attitudinal and motivational scores.

Hypothesis 6. There would be a significant and positive relationship between the attitudes and motivation of the parents towards the language and the attitudes and motivation of the students towards learning the language.

Based on the findings presented in Table 5.8 in Chapter V, the hypothesis was accepted. The correlation coefficients computed among the variables concerned revealed a statistically significant and positive relationship between (a) parental attitudes toward learning English and students' attitudes towards learning the English language, (b) parents' interest in foreign languages and students' interest in foreign languages, (c) parents' integrative orientation and students' integrative orientation, (d) parents' instrumental orientation and students' instrumental orientation, and (e) parents' desire to learn English and students' desire to learn English. Although the associations between (a) parental encouragement and students' perceived parental encouragement, (b) parents' motivational intensity and students' motivational intensity, and (c) parents' orientation index and students' orientation index were not significant, they were modest and positive.

Hypothesis 7. Since there is no exposure to the target language outside the classroom and since the teacher is the prime user of the language, there would be a significant and positive relationship between the attitudes of teachers towards the language and the students' attitudes and motivation towards learning the language.

Based on the results of a Pearson product-moment correlation run on the relevant predictor variables (Teachers' attitudes towards learning English, Teachers' attitudes towards English as a subject in the school curriculum, Teachers' interest in foreign languages, Teachers' integrative orientation, Teachers' instrumental orientation), and concerned criterion measures (Students' attitudes towards learning English, students' attitudes towards English as a subject in the school curriculum course utility, Students' interest in foreign languages, Students' integrative orientation, Students' instrumental orientation), the hypothesis was partially sustained. The results as presented in Table 5.9 in Chapter V yielded modest positive correlations between (a) teachers' attitudes towards learning English and students' attitudes towards learning English, (b) teachers' attitudes towards English as a subject in the school curriculum and English course utility as perceived by students, (c) teachers' interest in foreign languages and students' interest in foreign languages, (d) teachers' integrative orientation and students' integrative orientation and (e) teachers' instrumental orientation and students' instrumental orientation.

In addition to the testing of the hypotheses discussed above, factor analysis was performed to summarize the correlational patterns observed in the study. Factor analysis is useful for these kinds of studies because of the multiplicity of variables and number of subjects. The aim of using factor analysis in this study was to obtain, from a large number of variables, a small number of factors accounting for attainment in English. In this study eight factors emerged. Factor 1 which has been designated "Attitudes towards the Learning Situation" accounts for 21.8% of the common variance;

variance; Factor 2, labelled as "Achievement Factor" which accounts for 9.7%; Factor 3, identified as an "Instrumental Motivation" which accounts for 7.9%; Factor 4 which has been named "Parents" and accounts for 5.9%; Factor 5, defined as the "Integrative Motivation" factor which accounts for 3.5%; Factor 6, which may be considered "Attitudes towards English Course" and accounts for 2.4%; Factor 7 designated the "Anxiety Factor" which accounts for 2%; and Factor 8 which has been identified as the "Sex Factor" and accounts for 1.6%.

In order to ascertain whether the students considered learning English important or not, they were asked to respond to the following open question which was on the student questionnaire (see Appendix - A, Part IV).

"One of your friends believes that since Bengali is our mother tongue, there is no need for us to learn English. What would you say to him?"

In general, the students indicated that the learning of English in Bangladesh was important because it would help them in their future career (both academic and professional). The vast majority of the students (77%) emphasized the pragmatic value of learning the English language. Identification with the native speakers of English or with any other foreigner was not their aim of learning English. They consider English to be an international language rather than a language inseparably connected to a specific nation or community of speakers.

The results of the study presented in Table 5.13 in Chapter V also showed that students expressing a greater awareness of the wider functions of English had more favourable orientation towards learning the language. They also achieved relatively higher scores on all the measures of achievement.

6.2 Conclusions

In the light of the findings presented in Chapter V and summarized above, a number of conclusions can be drawn. However, several constraints on the scope of these conclusions have to be recorded.

Firstly, the study is exploratory in nature and represents a preliminary step to a hoped for research effort aimed at improving English language teaching in Bangladesh. This study has, thus, revealed factors that appear to affect the learning of English in Bangladesh.

Secondly, the fact that the sample was drawn from tenth grade high school students limits the extent to which the conclusions can be generalized. Although the results of this study can be generalized to other comparable samples at the high school level, the question still remains whether these results would be found if a sample at other levels (earlier or later) were to be investigated. Furthermore, the sample was drawn from the urban population of the city of Dhaka. Thus, the conclusions may not apply to rural populations.

With all the above reservations in mind, the conclusions that follow can legitimately be reached.

Students in this study appeared to be more instrumentally oriented towards learning the English language. That is to say, they wish to learn English for the purpose of being able to use it in order to make a better living for themselves. In general, the students indicated that the learning of English in Bangladesh was important because it would help them in their higher education as well as in their future employment. They are aware of the importance of learning English and are concerned with their future and what it may hold for them if they do not know English. They do not seem to be integratively oriented towards learning English, either for the purpose of knowing more about the culture and the people who speak English as their native language (or any other foreign peoples in general) or because they seem interested in becoming a part of the English language culture (or any other foreign culture for that matter). Integration with any native English speaking group or any other foreign group is not desired, rather they wish to learn English in order to use it rather than be identified with any native English speakers or other foreigners.

From their responses to the open question (see Appendix : A, Student Questionnaire, Part IV) as to the importance of learning English in Bangladesh, it was evident that like the subjects in Shaw's (1981)³ study, the students in the present study were also projecting a view that English does not always have to be considered in reference to the native-speaking countries. It was also clear

from their responses cited in Section 5.10 in Chapter V that they see English as an international language not inseparably connected to any particular countries.

As to the relative importance of the two types of orientation, the findings of the present research indicate that an instrumental orientation is a better predictor of achievement than an integrative orientation. The significant positive correlations between the instrumental orientation and structure and vocabulary test results and the modest positive associations between the instrumental orientation and reading comprehension test results and teacher awarded marks suggest that the instrumentally oriented students scored significantly higher in the English Achievement tests than the integratively oriented group. This indicates that English attainment arises from a desire to use English not as a means of entry into a reference group, but as a tool with which to acquire the knowledge necessary for further education or career enhancement. An obvious conclusion that should be drawn from the results of the present study and those of the studies reviewed in Chapter III is that whatever the dominant orientation (e.g. integrative in Canadian studies, instrumental in Asian studies) learners with that orientation will be more successful. The important point is that learners must have a favourable orientation, be it instrumental or integrative, towards learning a second/foreign language in order to be successful in learning the language.

Although the present finding extends and lends empirical support to the conclusion reached by earlier researchers (e.g. Gardner and Santos, 1970⁴; Gardner and Lambert, 1972,⁵ the

Philippine study; Lukmani, 1972⁶; Aguirre-Carrasco, 1973⁷; Cooper and Fishman, 1977⁸; Oller, Baca and Vigil, 1977⁹; Koosha, 1978¹⁰; Mulla, 1979¹¹; Pierson, Fu and Lee, 1980¹²; Jayatilaka, 1982¹³; England, 1984¹⁴), it challenges Gardner and Lamberts thesis that integrative orientation is a more powerful incentive to second/foreign language learning than instrumental orientation and is thus in disagreement with the Canadian studies of Gardner, Lambert and their associates (e.g. Gardner and Lambert, 1959¹⁵; Gardner, 1960¹⁶; 1966¹⁷; Feenstra, 1967¹⁸; Feenstra and Gardner, 1968¹⁹; Clement, Major, Gardner and Smythe, 1977²⁰; Clement, Gardner and Smythe, 1977a²¹; Gardner, Smythe and Clement, 1979²²; Clement, Gardner and Smythe, 1980²³).

The differences in the findings of the present study and those of the Canadian Studies mentioned above are due perhaps to the widely different social conditions in which attainment in English and the nature of students' motivation have been studied. As Gardner notes when comparing Canadian and Asian/U.S. studies:

There are a vast number of sociocultural differences between these two classes of studies, and these factors could drastically influence the nature of the role played by affective variables in second language acquisition (Gardner, 1980, p. 265).²⁴

Subjects in the present study are learning the target language in a monolingual and monocultural context; in contrast Canada is bilingual and bicultural.

Thus the results of the current study and others reviewed in Chapter III including the Canadian ones

provide evidence that the pattern of relationship between orientations and achievement in a second language might vary as a function of the context in which the learning takes place (Clement and Kruidenier, 1983, p. 276).²⁵

Either orientation may provide the necessary impetus for language study, but the situation in which students find themselves will greatly influence their type of orientation. "The context of the learning environment must be taken into account : the socio-cultural surroundings make a difference" (England, 1984, p.24)²⁶. So the hypothesis propounded by Gardner and Lambert that integrative orientation leads to higher achievement than instrumental orientation cannot be made for all situations in which a second/foreign language is being learned.

As regards the association of different attitudinal/motivational measures with achievement, the results of the current study demonstrated that there were only modest positive correlations between attitudes towards learning English and the reading comprehension test results, as well as between the latter and the desire to learn English. These two results are felt to reflect the relative lack of weighting given to reading comprehension in the EFL classrooms of Bangladesh, in comparison to other skills. This suggests that the association between those measures of achievement which are greatly emphasized in classroom teaching and

attitudinal/motivational measures will be more pronounced than the relationship of attitude/motivation measures with those aspects of achievement which are relatively less emphasized in classroom teaching.

There were, however, significant and positive relationships with attitudes towards learning English, motivational intensity and desire to learn English on the one hand and structure and vocabulary test results, as well as teacher awarded marks on the other. These positive associations suggest that achievement in English is facilitated by motivation to learn the language. However, the results showed a non-significant negative correlation between interest in foreign languages and the different criterion measures. These latter findings match claims by Gardner (1985a)²⁷ that attitudes towards learning a specific language generally obtain higher relationships with achievement than generalized measures of interest in foreign languages.

So the obvious conclusion is that while measures related specifically to the target language in question may be a significant predictor of achievement in the language, the more generalized measures may not always be significantly related to attainment. The finding that measures of motivation (attitudes towards learning English, motivational intensity, desire to learn) are related positively to achievement is consistent with the available experimental evidence (e.g. Jordan, 1941²⁸; Larsen et al., 1942²⁹; Jones, 1949³⁰; 1950³¹; Gardner and Lambert, 1959³²; Gardner, 1960³³; 1966³⁴; Feenstra, 1967³⁵; Feenstra and Gardner, 1968³⁶; Gardner and Lambert, 1972³⁷; Sharp et al, 1973³⁸; Burstal, 1975³⁹;

Clement, Gardner and Smythe, 1980⁴⁰; Pierson, Fu and Lee, 1980⁴¹; Gardner, Lalonde, and Moorcorft, 1985⁴²; Dickson et al., 1987⁴³) and lends further support to the theory that language learners who have more favourable attitudes towards learning an additional language and who have strong motivation, interest and desire to learn that language are usually more successful than those who lack these attributes.

The present findings also extend and lend empirical support to conclusions reached by earlier researchers that achievement in learning a second language is related to students' attitudes towards the learning situation (e.g. Burstall, 1970⁴⁴; Gardner, 1979⁴⁵; Gordon, 1980⁴⁶; Naiman et al. 1978⁴⁷). The results of the current study demonstrated positive association of attitudes toward the learning situation with performance on all the measures of achievement. The attitudes towards the learning situation factor consisted of variables relating specifically to students' reactions towards the English course (Evaluative, Difficulty, Utility, Interest) and the English Language teacher (Evaluative, Competence, Rapport, Inspiration) as well as English classroom anxiety.

The results of the present study demonstrated a significant and negative association between English classroom anxiety and all the measures of achievement, indicating that a level of anxiety experienced in the classroom situation affects learning negatively.

The results showed a significant and positive relationship between the measures of English teacher evaluation and English teacher inspiration on the one hand and all the measures of

achievement on the other. The relationships between (a) English teacher rapport and structure and vocabulary test results and teacher awarded marks and (b) English teacher competence and structure and vocabulary test results and teacher awarded marks were also significant and positive. However, the association of these two predictor measures (English teacher rapport and English teacher competence) with reading comprehension test results is very low though positive. As mentioned before, the relationship of this criterion measure (reading comprehension) with all the predictor measures used in this study has been relatively lower. As mentioned earlier the only plausible explanation of this weak relationship is that reading is relatively less emphasized in language teaching and that consequently the students in this study were perhaps less motivated to achieve in this aspect of language learning resulting sometimes in non-significant correlations between affective factors and reading comprehension.

The current results demonstrated significant positive associations between English course evaluation, English course utility and English course interest on the one hand and all the measures of achievement on the other. The results, however, showed a significant positive association between English course difficulty and vocabulary test results and modest positive correlations between this predictor measure (English course difficulty) and the structure test results and teacher awarded marks, and a very weak, but positive correlation between English course difficulty and reading comprehension. The relatively low positive correlation of English course difficulty with all the measures of achievement suggests that the students' perception of the difficulty of the English course

does not significantly affect their performance in the language. In general, the results of the present study indicate that the students' personal experience in the language learning situation tends to affect their achievement in the target language.

The present study also corroborates the findings of the earlier research that anxiety has a significant impact on student achievement in the second language classroom (e.g. Clement, Major, Gardner and Smythe, 1977⁴⁸; Gardner, Smythe, Clement and Glikzman, 1976⁴⁹; Clement, Gardner and Smythe, 1977a⁵⁰; Gardner, 1979⁵¹; Abboushi, 1983⁵²; Trylong, 1987⁵³).

In focusing on the effect of gender on attitudes/motivation and achievement in learning a second/foreign language the present results do not show sex as a variable significantly affecting attitudes/motivation and attainment. These results parallel those of Hansen (1981)⁵⁴, Trieste (1985)⁵⁵ and Naiman et al. (1978)⁵⁶, but contradict the earlier findings of Bartley (1970)⁵⁷, Burstall (1975)⁵⁸ and Jones (1949⁵⁹; 1950⁶⁰). The sex differentiation demonstrated in these latter studies may be attributed to the cultural beliefs of a western society.

It is critical that researchers continue investigating the viability of these possible interpretations, but in the meantime the research to date (including the current study) provides evidence that the pattern of relationships between sex, attitudes/motivation and achievement in a second/foreign language might vary as a function of the cultural beliefs of the community in which the language learning takes place and the prestige of the language being learned both locally and internationally.

As to the effect of academic major on attitudes and motivation, the results of the present study show no significant differences in attitudes and motivation between science and humanities students. The results of the factor analysis presented in Section 5.11 of the preceding chapter, however, show that science students achieved relatively higher scores on all the measures of achievement. They also considered the course to be more useful than their humanities peers. The finding that science students achieved higher scores in all measures of attainment may be attributed to the fact that science draws a more selective study body through its inherently high academic requirements. The link between such intelligence factors and student success in EFL has been established by Carroll (1961)⁶¹ and Jakobovits (1970).⁶² As this is a new finding, further study in a similar context is needed to substantiate the validity of the current finding.

Concerning parental influence on student attitudes and motivation, the findings of the present investigation suggest that a high school student's attitudinal/motivational orientation as measured in this study is related to that of the parent. The results indicate that children will demonstrate the same orientation as their parents. Parental attitudes were consistently found to be reflected in the child. If parents were accepting of foreign language, the child would evidence the same attitude.

The present findings also provide additional support for conclusions reached by earlier researchers that parents do have an influence on children's attitudes and motivation and, to the extent that these are related to second/foreign language learning, the

parents thus play a role in the development of proficiency in the second/foreign language (e.g. Carroll, 1967⁶³; Feenstra, 1967⁶⁴; 1969⁶⁵; Gardner, 1960⁶⁶; Gardner, 1968a⁶⁷; Gardner and Lambert, 1972⁶⁸; Gardner and Santos, 1970⁶⁹; Stern, 1967⁷⁰).

With regard to the effects of teachers' language attitudes on students' attitudes and motivation, no firm conclusions can be drawn from the results of the present study since none of the associations were significant. However, the results demonstrated a modest positive correlation between teachers' and students' language attitudes, suggesting that there exists a positive relationship between the attitude structure of these two sets of individuals, and that to the extent that these attitudes are related to students' performance in a second/foreign language, teachers also play a substantial role in the development of proficiency in the second/foreign language. No comparisons can be made as to the validity of the present finding since no other previous ESL/EFL study has investigated the interrelationships of teachers' and students' language attitudes. However, in an investigation of attitudes towards English and Spanish as languages of instruction in a Bilingual Education Program in San Antonio, Texas, Walschak (1984)⁷¹ also found a modest but positive association between teachers' and students' language attitudes. Further research in a context similar to the present one is warranted to substantiate the validity of this new important finding.

An additional finding of the current study presented in Section 5.12 in Chapter V showed that those students who were more aware of the much wider functions of English expressed more favourable

attitudes towards learning English. They also showed a greater desire and stronger motivation to learn the language and achieved relatively higher scores on all measures of attainment. This suggests that the degree of informedness of the wider functions of a language on the part of the learners would significantly affect their attitudes/motivation to learn the language and their eventual performance in it. Since this is a new finding, further investigation is needed to substantiate it.

As for the relative contributions of the variables investigated to the common variance, the results of the factor analysis presented in Section 5.11 in Chapter V suggest that attitudes towards the learning situation (Factor 1) accounts for 21.8% of the common variance; achievement factor (Factor 2) for 9.7%; instrumental motivation (Factor 3) for 7.9%; parents (Factor 4) for 5.9%; integrative motivation (Factor 5) for 3.5; attitudes towards English course (Factor 6) for 2.4%; English class anxiety (Factor 7) for 2%; and sex (Factor 8) for 1.6%.

6.3 Implications of this study and its results

This section discusses some implications for improving English language instruction in Bangladesh based on the principal results of this study. It has been divided into two sub-sections. The first sub-section pertains to implications for educational planners and English language teachers while the second relates to implications for those with responsibilities in the field of public education.

6.3.1 Implications for Educational Planners and English Language Teachers

The results of the present study demonstrate that the students investigated are generally instrumentally oriented towards learning English. They wish to learn English for the purpose of career enhancement, both academic and professional. Identification with native English speakers or other non-native English speakers is not desired. They project a view that English does not always have to be considered with reference to the countries of its origin. They consider English an international language not inseparably connected to any particular country.

Apparently they believe that English has attained a position in the world that is much more solid than the base upon which it was built. English is moving away from the status of a national and colonial language to that of a true world language. There may already be more non-native speakers of English than native speakers. At this point in world history, English is the predominant language of global communication. In addition to over 300 million native speakers there are millions more who speak it as a second or foreign language. It is used as a library language, as a medium of communication in science, technology and international trade, and as a contact language between nations and parts of nations. English no longer belongs to its originators. It has become the property of the world. It is the only language which functions as a lingua franca between the peoples of the world, being the most widely understood language in international forums. Unlike any other

foreign language, English may not always be learnt with a view to satisfying its native speakers, and should be, as far as possible, culturally neutral.

Furthermore, the fact that English is being spoken as a native tongue in different countries of the world, leads to the question as to with which people and cultures of the English speaking nations, the learners of ESL/EFL are likely to acculturate to, if they have the intention to do so. Again, the number of peoples and nations speaking English as natives and the growth of English as an international language may confuse anyone who has the motive to integrate with English speaking people because the speakers of English as a second language are more numerous than the native speakers of English. This would seem to suggest that the whole aspect of integrative orientation should be re-examined: does it indicate a desire among learners to join an indigenous group of English language speakers, a vaguely defined international community, or a group of speakers of English who are divorced from the culture of the original 'native' speakers?

Furthermore, the reports of instrumentality, without reference to acculturation to English native speakers, begin to reflect an awareness on the part of learners that perhaps languages can be learned well without reference to or the need to integrate with or acculturate with native speakers, at least in the context of EFL learning. It also suggests that the students' interests could possibly be equally or better served without the present/an emphasis on culture in the EFL curriculum.

The empirical findings of the present study further indicate that in the Bangladeshi context an instrumental orientation is more conducive to learning English than an integrative orientation. This implies that students of English will profit more if they can be helped to develop an instrumental approach to the learning task. They must see a purpose for learning the foreign language. Emphasis must be placed upon the usefulness of the language in later life.

Another major finding of the study is that learners who have more favourable attitudes towards learning English and who have strong motivation, interest and desire to learn the language are usually more successful in learning the language than those with less favourable attitudes. Therefore, English language educators should be sensitive to individual differences in attitudinal/motivational influences, and be conscious of the types of attitude/motivation which activate the learner. The results of the current study suggest that teachers should work on student motivation by capitalizing on and developing favourable social attitudes towards a number of social objects connected with the target language. Special attention may, however, be paid to attitudes towards learning the target language and the language learning situation (course and teacher). The data have indicated that students' attitudes towards these social objects are related to their performance in the language. This is an important point which should be taken into consideration when planning the course objectives and devising classroom methods.

A comprehensive picture of the students' social attitudes and motivation to learn the target language can only be obtained from a

report elicited from the students themselves. It is therefore suggested that any assessment of the English language programme should include an assessment of the students' feelings and beliefs about objects and persons connected with the target language (including the English course and the English language teacher) and the students' achievement. The findings from such periodical assessment should give an indication of the attitudinal/motivational effects of the programme, and the possible need for change.

The results of the present study also show a positive association between teachers' and students' language attitudes. This suggests that it is not enough to expect students to have positive attitudes towards learning a foreign language. Rather, teachers have a responsibility in such attitudinal development by the way they present the usefulness of learning the language.

One of the most important findings of the present investigation is that attitudes towards the learning situation are a significant predictor of achievement. That is to say, the students' personal experience in the language learning situation tends to affect their achievement in the target language. Attention must be given to the influence of these psychological factors in the English language curriculum and in teaching methods.

Improvement of the psychological setting in the English language classroom will contribute to an improvement in English language learning. English language teachers should be aware of the factors that create negative and positive feelings so that they can

work toward eliminating the negative and capitalize on the positive elements in the students' learning experience.

Mueller (1971)⁷² listed the following factors that he felt created negative feelings in the students involved in his study:

- a. The objectives of the courses appeared unclear or even contradictory to the students;
- b. Class time was spent on drill rather than on actual communication in the language;
- c. The course failed to demonstrate the practical use of grammar for reading listening comprehension, or speaking;
- d. The students were forced to learn elements of the language and skills in which they were not interested.
- e. The tests measured whether the homework had been done rather than progress made in communicative skills; and
- f. Varying student abilities and learning rates were not taken into consideration.

In her article on the detrimental effects of fear in the language classroom, Moskowitz (1965)⁷³ related certain common practices of teachers that create tension or fear. These include frequent interrupting to make corrections during oral drills; correcting a single student and making an example of him/her; opening a gradebook to mark grades on the spot in front of the class; and speaking the language rapidly when the students cannot understand it.

In referring to the negative attitudes that can be created when students feel that they are competing against each other in the classroom, Grittner (1974)⁷⁴ said:

Competition can be destructive and demotivating when each individual is forced to measure his achievement against that of the entire class. Sometimes high achievers are even threatened by this process, for example when a student is labelled as the "brain" who ruined the curve by scoring so high on the last test. At the other extreme the slower learner is devastated by being always at the bottom (p.19).

McCoy (1979)⁷⁵; identified the following anxiety-causing factors which can create negative feelings in the student:

- a. Inability to learn another language;
- b. Inability to pronounce strange sounds and words;
- c. Not knowing the meaning of words and sentences;
- d. Inability to understand and answer questions in the new language;
- e. The reputation of language classes for failure and poor grades;
- f. Peer derision and criticism;
- g. Not knowing or understanding the goals and requirements of the course;
- h. Previous unsuccessful language learning attempts; and
- i. Encountering different cultural values and customs.

These and other elements can create feelings and attitudes in the student toward the learning experience that can hinder or even

prevent learning. To increase the student's chances of success and make the learning experience more enjoyable, steps must be taken to overcome these negative factors.

Several factors which evoke positive attitudes have been identified and suggestions have been made which can help overcome the negative elements that have been mentioned.

Mueller (1971)⁷⁶ recommended that the objectives of studying a foreign language be made clear to the students. These objectives should match the interests of the students. Also, the instruction should be improved by : a) letting students choose the materials they want to use; b) allowing for and using greater flexibility in classroom techniques; and c) emphasizing the student's achievement instead of his/her mistakes.

Nunan (1988)⁷⁷ also suggest that by making explicit the content objectives of a course and, eventually, by training learners to set their own objectives, the following benefits can accrue:

- a. Learners come to have a more realistic idea of what can be achieved in a given course.
- b. Learning comes to be seen as the gradual accretion of achievable goals.
- c. Students develop greater sensitivity to their role as language learners and their rather vague notions of what it is to be a learner become much sharper.
- d. Self-evaluation becomes more feasible.
- e. Classroom activities can be seen to relate to learners' real-life needs.
- f. Skills development can be seen as a gradual, rather than an all-or-nothing, process.

Gunderson and Johnson (1980)⁷⁸ discussed the three ways of structuring learning goals in a foreign language class : a) placing each student in competition with the others to see who is best; b) having each student work alone, independent of the others; and c) placing the students into cooperative learning groups, where they work together as a group with each student responsible to the group and the group responsible for ensuring that each of its members masters the material being learned. In this last situation, class competition can exist, but it is on a group level rather than at the individual level. Gunderson and Johnson (1980)⁷⁹ and Grittner (1974)⁸⁰ agree that of the three, the cooperative learning group is the structure most recommended since it has been proved to be more effective in promoting success and in fostering positive attitudes towards the subject area, the teacher, the students as a class, and the individual student. In a recent study, Long and Porter (1985)⁸¹ also suggest that group work provides an environment in which learners can comprehend, it gives them opportunities for production and it provides contexts within which meaning can be negotiated. They further suggest that group work promotes a positive affective climate and increases student motivation.

McCoy (1979)⁸² recommended systematic desensitization, cognitive restructuring, and modeling and guided participation as behaviour and modification techniques to help combat the causes of anxiety that she listed (previously cited). These techniques which involve discussion, explanation, role playing, etc., are designed to familiarize a student with communicative situations in a

make-believe situation. So when students are placed in the real-life situation, they do not feel the anxiety created by an "unknown" experience.

Moskowitz (1965)⁸³ suggested the following remedies to alleviate the fears and tensions that she described: a) let the students know that they are expected to make errors in oral work; b) encourage them to speak, even if they do make mistakes; c) use humour when correcting in class to help soften criticism; d) write down grades for class performance at times other than during class; e) speak in the language at a speed that the students can understand even if it is a little slower than the normal rate of native speakers; and f) use real genuine praise for a good performance.

Disick (1972)⁸⁴ suggests strategies that a teacher can follow to improve positive attitudes towards the learning situation. These include having small group activity sessions, giving make-up tests until the students reach a certain level of mastery, not overly criticizing mistakes made in oral expression, allowing for free self-expression (not just drills), letting students choose their learning activities, letting them fill out evaluative questionnaires about the class and the course, make preparation for individual differences in skill, establishing performance objectives, establishing a positive classroom atmosphere and good rapport with the students using praise, and being sensitive to students' feelings.

If teachers can make use of the above-mentioned suggestions in their classes, they will make great progress in providing the kind

of atmosphere that promotes positive attitudes and increases the students' potential for success in second/foreign language learning. However, these are a representative but not necessarily exhaustive collection of principles/practices.

Teachers must also be aware of their students' attitudes and be sensitive to their feelings in order to enhance their learning capacity. Mueller and Miller (1970)⁸⁵ listed the feelings students must have about their learning experience in order for them to be successful:

- a. The value dimension, that is, the perception of the various aspects of the course as valuable and useful towards the attainment of mastery in the foreign language;
- b. The easiness dimension, that is, the perception of the course as easy rather than difficult;
- c. The pleasantness dimension, that is, the perception of the various aspects of the course as exciting rather than boring, pleasant, rather than unpleasant;
- d. The feeling of satisfaction with the course;
- e. The feeling of confidence that one is succeeding and will continue to do so in subsequent courses;
- f. The prestige value attached to knowing a foreign language, particularly insofar as seen as necessary in an educated person;
- g. The expectation the student holds concerning the knowledge he/she is to acquire in the course;

If the student's feelings in each of the above areas are positive, the chances of success in learning the language and enjoying the learning experience are greatly improved.

Since attitude has a definite effect on learning and achievement, it is necessary for teachers to be aware of the factors that cause positive and negative feelings in the class. They must take the necessary steps to overcome the negative factors, so that the class provides a positive atmosphere in which the students have the maximum opportunity to succeed in their language learning. In short, English language teaching programmes for Bangladeshi high school students should focus on maintaining a satisfying language learning atmosphere, good language learning incentives, and rewarding student experiences.

6.3.2 Implications for Public Education Authorities (Ministries, the Media, etc.)

As mentioned in the earlier sub-section, in the present context an instrumental orientation is a more powerful incentive to learning English than an integrative orientation. This suggests that students of English would profit more if they could be helped to develop an instrumental approach to the learning task. They must see a purpose for learning the foreign language. Furthermore, the results show that students who are well informed of the wider functions of English have a relatively more favourable orientation towards learning the language. They also achieve higher scores on all the measures of attainment. This places a great responsibility on those entrusted with responsibilities in the field of public education, such as the ministries, the media etc. They should make an effort to make the general public, schools and parents as well as the students conscious of the usefulness of the language in their future careers and also of the wider functions of the language. This might

be achieved by radio, TV, newspapers, articles, exhibitions sponsored by English speaking governments emphasizing the world role of the language.

The results of the current study also show a significant and positive association between parents' and students' language attitudes. This indicates that parents have a greater responsibility in such attitudinal development by way of presenting the usefulness of learning the language.

Thus, once more we see the need for government official action in stimulating social intermediaries, including the media, to play a crucial role in such attitudinal development. Government educational programmes already exist in both the television and radio networks aimed at improving literacy provided in the mother tongue, Bengali. Whether or not the government would approve of broadcasting policies and programmes designed to encourage the English language is a much wider question, which would require further independent research of a more profound nature beyond the scope of the present study.

6.4 Recommendations for Further Research

Based on the findings of the present study, the following recommendations are made for further research on the attitudinal/motivational aspects of second/foreign language learning.

The findings of the current study suggest the need to reconsider Gardner and Lambert's hypothesis that an integrative

orientation is a more powerful incentive to second/foreign language learning than an instrumental orientation. Existing research findings reveal that some studies share similar patterns while others are contradictory. From the results of the present study, one may predict that an instrumental orientation would be a better predictor of achievement than an integrative orientation. The results further reflect an awareness on the part of learners that languages can perhaps be (and are being) learned well without the need to integrate with or acculturate to native speakers, at least in the EFL learning context. They thus cast further doubt on the hypothesis that integrative orientation is essential for achievement in second/foreign language learning. At least the whole aspect of integrative orientation should be re-examined in terms of a desire among learners to join an indigenous group of English language speakers, a vaguely defined international community, or a group of speakers of English who are divorced from the culture of the original 'native' speakers?

While the results of this study can be generalized to comparable samples at the high school level, the question still remains whether similar results would be found with samples at other levels. It is, therefore, recommended that a parallel study be undertaken with samples from different grade levels to see if there are any similarities or differences in regard to attitude, motivation and achievement in English. It is also recommended that the students' attitudes/motivation be estimated at the beginning and the end of each grade level. This will further show the change in the students' motivation and when it occurs.

The sample for this investigation was drawn from the urban population of Dhaka city. So it is highly recommended that this study should be replicated in other parts of Bangladesh or in similar monolingual settings as well as in rural settings in order to determine the general applicability of the present findings.

This is the first EFL/ESL study in which an attempt has been made to investigate the relationships between teachers' and students' language attitudes. Findings regarding this suggest a modest but positive association between the attitude structure of the two sets of individuals. Because this is a new important finding, further study with due refinement and expansion of the teachers' attitude questionnaire, which has been used for the first time in the present study, is warranted to validate it.

Furthermore, this is the first EFL/ESL study to examine the possible association of learners' awareness of wider functions of English with their attitudes, motivation and achievement in the language. Findings regarding this indicate a significant and positive relationship between the learners' awareness and their attitudes, motivation and attainment. Since this is a new important finding it is necessary to clarify the finding further in follow-up research.

Finally, an additional recommendation relating more to methodology deserves to be included here. From the researcher's experience in the study, it has been revealed that the novelty of the testing instruments can create a sense of difficulty in the students and that they may take a relatively longer time to complete

newly introduced testing instruments. Specifically, the semantic differential scales which were used to measure students' attitudes towards the English language teacher and the English language course are new to the educational experience of the students and familiarization with this form of data collection exercise is required. This may be gained if the main data collection exercise is preceded by unhurried sessions of practice on material unrelated to the subject of the study.

The purpose of this chapter was to present a summary, conclusions drawn on the basis of the findings of the study, as well as implications and, thus recommendations for both teachers of English, education planners, and researchers who would wish to pursue similar investigations. Although much has been learned, there are still many questions, both theoretical and practical, which need to be addressed so that teachers of EFL/ESL can learn more about all aspects of second/foreign language learning.

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APPENDICES

Appendix A

Attitude/Motivation Questionnaire for Students

Student Questionnaire Location Key

| <u>Scale</u> | <u>Item Numbers</u> | <u>Part</u> |
|--|-----------------------------|-------------|
| Attitudes toward Learning English | 1,7,13,19,24,28,31,33,35,38 | I |
| Interest in Foreign Languages | 2,8,14,21,30,34,36,39 | I |
| Integrative Orientation | 3,9,18,26 | I |
| Instrumental Orientation | 6,12,15,22 | I |
| English Class Anxiety | 4,10,17,20,25 | I |
| Perceived Parental Encouragement | 5,11,16,23,27,29,32,37 | I |
| Motivational Intensity | 1,3,5,7,9,11,13,15,17,19 | II-A |
| Desire to Learn English | 2,4,6,8,10,12,14,16,18,20 | II-A |
| Orientation Index | 1 | II-B |
| English Teacher-Evaluation | 3,5,7,11,13,15,18,20,23,25 | III-A |
| English Teacher-Rapport | 4,10,14,19,24 | III-A |
| English Teacher-Competence | 2,8,12,17,22 | III-A |
| English Teacher-Inspiration | 1,6,9,16,21 | III-A |
| English Course-Evaluation | 2,5,7,9,11,13,16,18,20,22 | III-B |
| English Course-Difficulty | 4,8,15,19,24 | III-B |
| English Course-Utility | 1,12,14,17,21 | III-B |
| English Course-Interest | 3,6,10,23,25 | III-B |
| only one item eliciting information from the students regarding the importance of English language study in Bangladesh | | IV |

Student Questionnaire

General Directions for Questionnaire

Dear Student,

You are being asked to complete this questionnaire as part of a research project to investigate the teaching and learning of English language in the Secondary Schools in Bangladesh. Most of the questions are concerned with your feelings about the English language and English language study. To the best of our knowledge, student's feelings about second/foreign language study have never been systematically studied so far in this country. By participating in this research, you will be helping educators to learn more about the teaching and learning of the English language in our country. For the results of this survey to be meaningful it is important that you be as accurate and as frank as possible in your answers.

For each of the items in the questionnaire, we want you to give your immediate reactions. Don't waste time thinking about each item. Give your immediate feeling after reading each statement. On the other hand, please do not be careless, as it is important that we obtain your true feelings. Remember that this questionnaire will not be seen by any of your teachers or by any of the school authorities. So please answer all the questions as freely and as openly as possible.

If you have any questions while you are answering this questionnaire, do not hesitate to ask for assistance by raising your hand.

Thank you very much for your cooperation.

Please provide the following information before you proceed on to answer the questionnaire:

Code No: _____ Age: _____ Sex: Boy/Girl Group: Humanities/Science

Father's Name (or Legal Guardian's Name
if father is not alive): _____

Father's Educational Qualification: _____

Father's Occupation: _____

Mother's Educational Qualification: _____

Mother's Occupation (if she is employed): _____

After you have completed the information sheet, you may proceed on to answer the questionnaire.

Questionnaire : Part I

You are about to read a number of statements with which some people agree and others disagree. There are no right or wrong answers since many people have different opinions. Please indicate your opinions about each statement by circling the alternative below it which best indicates the extent to which you disagree or agree with that statement.

After reading the sample statement, circle the alternative below the statement which best expresses your feeling.

E.g. Blue is my favourite colour.

| | | | | | | |
|----------|------------|----------|---------|----------|------------|----------|
| Strongly | Moderately | Slightly | Neutral | Slightly | Moderately | Strongly |
| Disagree | Disagree | Disagree | | Agree | Agree | Agree |

In answering this question, you should have circled one of the above alternatives. Some people would circle "Strongly Disagree", others would circle "Strongly Agree", and still others would circle one of the alternatives in between. The one you have circled shows your feelings based on everything you know and have heard. Note, there is no right or wrong answer. All that is important is that you express your personal feeling.

1. Learning English is really great.

| | | | | | | |
|----------|------------|----------|---------|----------|------------|----------|
| Strongly | Moderately | Slightly | Neutral | Slightly | Moderately | Strongly |
| Disagree | Disagree | Disagree | | Agree | Agree | Agree |

2. If I were visiting a foreign country I would like to be able to speak the language of the people.

| | | | | | | |
|----------|------------|----------|---------|----------|------------|----------|
| Strongly | Moderately | Slightly | Neutral | Slightly | Moderately | Strongly |
| Disagree | Disagree | Disagree | | Agree | Agree | Agree |

3. Studying English is important to me because it will allow me to be more at ease with people who speak English.

| | | | | | | |
|----------|------------|----------|---------|----------|------------|----------|
| Strongly | Moderately | Slightly | Neutral | Slightly | Moderately | Strongly |
| Disagree | Disagree | Disagree | | Agree | Agree | Agree |

4. It embarrasses me to volunteer answers in our English class.

| | | | | | | |
|----------|------------|----------|---------|----------|------------|----------|
| Strongly | Moderately | Slightly | Neutral | Slightly | Moderately | Strongly |
| Disagree | Disagree | Disagree | | Agree | Agree | Agree |

5. My parents try to help me with my English.

| | | | | | | |
|-------------------|---------------------|-------------------|---------|----------------|------------------|----------------|
| Strongly Disagree | Moderately Disagree | Slightly Disagree | Neutral | Slightly Agree | Moderately Agree | Strongly Agree |
|-------------------|---------------------|-------------------|---------|----------------|------------------|----------------|

6. Studying English is important for me because I'll need it for my future career.

| | | | | | | |
|-------------------|---------------------|-------------------|---------|----------------|------------------|----------------|
| Strongly Disagree | Moderately Disagree | Slightly Disagree | Neutral | Slightly Agree | Moderately Agree | Strongly Agree |
|-------------------|---------------------|-------------------|---------|----------------|------------------|----------------|

7. I hate English.

| | | | | | | |
|-------------------|---------------------|-------------------|---------|----------------|------------------|----------------|
| Strongly Disagree | Moderately Disagree | Slightly Disagree | Neutral | Slightly Agree | Moderately Agree | Strongly Agree |
|-------------------|---------------------|-------------------|---------|----------------|------------------|----------------|

8. I wish I could speak another language perfectly.

| | | | | | | |
|-------------------|---------------------|-------------------|---------|----------------|------------------|----------------|
| Strongly Disagree | Moderately Disagree | Slightly Disagree | Neutral | Slightly Agree | Moderately Agree | Strongly Agree |
|-------------------|---------------------|-------------------|---------|----------------|------------------|----------------|

9. Studying English is important for me because it will allow me to meet and converse with more people and with more varied people.

| | | | | | | |
|-------------------|---------------------|-------------------|---------|----------------|------------------|----------------|
| Strongly Disagree | Moderately Disagree | Slightly Disagree | Neutral | Slightly Agree | Moderately Agree | Strongly Agree |
|-------------------|---------------------|-------------------|---------|----------------|------------------|----------------|

10. I never feel quite sure of myself when I am speaking in our English class.

| | | | | | | |
|-------------------|---------------------|-------------------|---------|----------------|------------------|----------------|
| Strongly Disagree | Moderately Disagree | Slightly Disagree | Neutral | Slightly Agree | Moderately Agree | Strongly Agree |
|-------------------|---------------------|-------------------|---------|----------------|------------------|----------------|

11. My parents think I should devote more time to my English studies.

| | | | | | | |
|-------------------|---------------------|-------------------|---------|----------------|------------------|----------------|
| Strongly Disagree | Moderately Disagree | Slightly Disagree | Neutral | Slightly Agree | Moderately Agree | Strongly Agree |
|-------------------|---------------------|-------------------|---------|----------------|------------------|----------------|

12. Studying English is important for me because it will make me a more knowledgeable person.

| | | | | | | |
|-------------------|---------------------|-------------------|---------|----------------|------------------|----------------|
| Strongly Disagree | Moderately Disagree | Slightly Disagree | Neutral | Slightly Agree | Moderately Agree | Strongly Agree |
|-------------------|---------------------|-------------------|---------|----------------|------------------|----------------|

13. I really enjoy learning English.

| | | | | | | |
|----------------------|------------------------|----------------------|---------|-------------------|---------------------|-------------------|
| Strongly Disagree | Moderately Disagree | Slightly Disagree | Neutral | Slightly Agree | Moderately Agree | Strongly Agree |
|----------------------|------------------------|----------------------|---------|-------------------|---------------------|-------------------|

14. I want to read the literature of another country in the original language rather than in translation.

| | | | | | | |
|----------------------|------------------------|----------------------|---------|-------------------|---------------------|-------------------|
| Strongly Disagree | Moderately Disagree | Slightly Disagree | Neutral | Slightly Agree | Moderately Agree | Strongly Agree |
|----------------------|------------------------|----------------------|---------|-------------------|---------------------|-------------------|

15. Studying English is important to me because I think it will help me to get a good job one day.

| | | | | | | |
|----------------------|------------------------|----------------------|---------|-------------------|---------------------|-------------------|
| Strongly Disagree | Moderately Disagree | Slightly Disagree | Neutral | Slightly Agree | Moderately Agree | Strongly Agree |
|----------------------|------------------------|----------------------|---------|-------------------|---------------------|-------------------|

16. My parents positively encourage me to study English.

| | | | | | | |
|----------------------|------------------------|----------------------|---------|-------------------|---------------------|-------------------|
| Strongly Disagree | Moderately Disagree | Slightly Disagree | Neutral | Slightly Agree | Moderately Agree | Strongly Agree |
|----------------------|------------------------|----------------------|---------|-------------------|---------------------|-------------------|

17. I always feel that the other students speak English better than I do.

| | | | | | | |
|----------------------|------------------------|----------------------|---------|-------------------|---------------------|-------------------|
| Strongly Disagree | Moderately Disagree | Slightly Disagree | Neutral | Slightly Agree | Moderately Agree | Strongly Agree |
|----------------------|------------------------|----------------------|---------|-------------------|---------------------|-------------------|

18. Studying English is important for me because it will enable me to understand and appreciate English art and literature better.

| | | | | | | |
|----------------------|------------------------|----------------------|---------|-------------------|---------------------|-------------------|
| Strongly Disagree | Moderately Disagree | Slightly Disagree | Neutral | Slightly Agree | Moderately Agree | Strongly Agree |
|----------------------|------------------------|----------------------|---------|-------------------|---------------------|-------------------|

19. I would rather spend my time on subjects other than English.

| | | | | | | |
|----------------------|------------------------|----------------------|---------|-------------------|---------------------|-------------------|
| Strongly Disagree | Moderately Disagree | Slightly Disagree | Neutral | Slightly Agree | Moderately Agree | Strongly Agree |
|----------------------|------------------------|----------------------|---------|-------------------|---------------------|-------------------|

20. I get nervous and confused when I am speaking in my English class.

| | | | | | | |
|----------------------|------------------------|----------------------|---------|-------------------|---------------------|-------------------|
| Strongly Disagree | Moderately Disagree | Slightly Disagree | Neutral | Slightly Agree | Moderately Agree | Strongly Agree |
|----------------------|------------------------|----------------------|---------|-------------------|---------------------|-------------------|

21. I often wish I could read newspapers and magazines in another language.

| | | | | | | |
|----------------------|------------------------|----------------------|---------|-------------------|---------------------|-------------------|
| Strongly Disagree | Moderately Disagree | Slightly Disagree | Neutral | Slightly Agree | Moderately Agree | Strongly Agree |
|----------------------|------------------------|----------------------|---------|-------------------|---------------------|-------------------|

22. Studying English is important for me because other people will respect me more if I know a foreign language.

| | | | | | | |
|----------------------|------------------------|----------------------|---------|-------------------|---------------------|-------------------|
| Strongly Disagree | Moderately Disagree | Slightly Disagree | Neutral | Slightly Agree | Moderately Agree | Strongly Agree |
|----------------------|------------------------|----------------------|---------|-------------------|---------------------|-------------------|

23. My parents show considerable interest in anything to do with my English courses.

| | | | | | | |
|----------------------|------------------------|----------------------|---------|-------------------|---------------------|-------------------|
| Strongly Disagree | Moderately Disagree | Slightly Disagree | Neutral | Slightly Agree | Moderately Agree | Strongly Agree |
|----------------------|------------------------|----------------------|---------|-------------------|---------------------|-------------------|

24. English is an important part of the school programme.

| | | | | | | |
|----------------------|------------------------|----------------------|---------|-------------------|---------------------|-------------------|
| Strongly Disagree | Moderately Disagree | Slightly Disagree | Neutral | Slightly Agree | Moderately Agree | Strongly Agree |
|----------------------|------------------------|----------------------|---------|-------------------|---------------------|-------------------|

25. I am afraid the other students will laugh at me when I speak English.

| | | | | | | |
|----------------------|------------------------|----------------------|---------|-------------------|---------------------|-------------------|
| Strongly Disagree | Moderately Disagree | Slightly Disagree | Neutral | Slightly Agree | Moderately Agree | Strongly Agree |
|----------------------|------------------------|----------------------|---------|-------------------|---------------------|-------------------|

26. Studying English is important for me because it will enable me to better understand people from other countries and their culture.

| | | | | | | |
|----------------------|------------------------|----------------------|---------|-------------------|---------------------|-------------------|
| Strongly Disagree | Moderately Disagree | Slightly Disagree | Neutral | Slightly Agree | Moderately Agree | Strongly Agree |
|----------------------|------------------------|----------------------|---------|-------------------|---------------------|-------------------|

27. My parents encourage me to practise my English as much as possible.

| | | | | | | |
|----------------------|------------------------|----------------------|---------|-------------------|---------------------|-------------------|
| Strongly Disagree | Moderately Disagree | Slightly Disagree | Neutral | Slightly Agree | Moderately Agree | Strongly Agree |
|----------------------|------------------------|----------------------|---------|-------------------|---------------------|-------------------|

28. I wish I could give up the study of English entirely when I leave school because I am not interested in it.

| | | | | | | |
|-------------------|---------------------|-------------------|---------|----------------|------------------|----------------|
| Strongly Disagree | Moderately Disagree | Slightly Disagree | Neutral | Slightly Agree | Moderately Agree | Strongly Agree |
|-------------------|---------------------|-------------------|---------|----------------|------------------|----------------|

29. My parents have stressed the importance English will have for me when I leave school.

| | | | | | | |
|-------------------|---------------------|-------------------|---------|----------------|------------------|----------------|
| Strongly Disagree | Moderately Disagree | Slightly Disagree | Neutral | Slightly Agree | Moderately Agree | Strongly Agree |
|-------------------|---------------------|-------------------|---------|----------------|------------------|----------------|

30. I would really like to learn a lot of foreign languages.

| | | | | | | |
|-------------------|---------------------|-------------------|---------|----------------|------------------|----------------|
| Strongly Disagree | Moderately Disagree | Slightly Disagree | Neutral | Slightly Agree | Moderately Agree | Strongly Agree |
|-------------------|---------------------|-------------------|---------|----------------|------------------|----------------|

31. I plan to learn as much English as possible.

| | | | | | | |
|-------------------|---------------------|-------------------|---------|----------------|------------------|----------------|
| Strongly Disagree | Moderately Disagree | Slightly Disagree | Neutral | Slightly Agree | Moderately Agree | Strongly Agree |
|-------------------|---------------------|-------------------|---------|----------------|------------------|----------------|

32. My parents feel that I should really try to learn English.

| | | | | | | |
|-------------------|---------------------|-------------------|---------|----------------|------------------|----------------|
| Strongly Disagree | Moderately Disagree | Slightly Disagree | Neutral | Slightly Agree | Moderately Agree | Strongly Agree |
|-------------------|---------------------|-------------------|---------|----------------|------------------|----------------|

33. Learning English is a waste of time.

| | | | | | | |
|-------------------|---------------------|-------------------|---------|----------------|------------------|----------------|
| Strongly Disagree | Moderately Disagree | Slightly Disagree | Neutral | Slightly Agree | Moderately Agree | Strongly Agree |
|-------------------|---------------------|-------------------|---------|----------------|------------------|----------------|

34. I would study a foreign language in school even if it were not required.

| | | | | | | |
|-------------------|---------------------|-------------------|---------|----------------|------------------|----------------|
| Strongly Disagree | Moderately Disagree | Slightly Disagree | Neutral | Slightly Agree | Moderately Agree | Strongly Agree |
|-------------------|---------------------|-------------------|---------|----------------|------------------|----------------|

35. I think that learning English is dull.

| | | | | | | |
|-------------------|---------------------|-------------------|---------|----------------|------------------|----------------|
| Strongly Disagree | Moderately Disagree | Slightly Disagree | Neutral | Slightly Agree | Moderately Agree | Strongly Agree |
|-------------------|---------------------|-------------------|---------|----------------|------------------|----------------|

36. I think I would enjoy meeting and listening to people who speak other languages.

| | | | | | | |
|----------|------------|----------|---------|----------|------------|----------|
| Strongly | Moderately | Slightly | Neutral | Slightly | Moderately | Strongly |
| Disagree | Disagree | Disagree | | Agree | Agree | Agree |

37. My parents urge me to seek help from my teacher when I am having problems with my English.

| | | | | | | |
|----------|------------|----------|---------|----------|------------|----------|
| Strongly | Moderately | Slightly | Neutral | Slightly | Moderately | Strongly |
| Disagree | Disagree | Disagree | | Agree | Agree | Agree |

38. I love learning English.

| | | | | | | |
|----------|------------|----------|---------|----------|------------|----------|
| Strongly | Moderately | Slightly | Neutral | Slightly | Moderately | Strongly |
| Disagree | Disagree | Disagree | | Agree | Agree | Agree |

39. Studying a foreign language is an enjoyable experience.

| | | | | | | |
|----------|------------|----------|---------|----------|------------|----------|
| Strongly | Moderately | Slightly | Neutral | Slightly | Moderately | Strongly |
| Disagree | Disagree | Disagree | | Agree | Agree | Agree |

Student Questionnaire : Part II-A

Please answer the following items by circling the letter of the alternative which appears most applicable to you. You are requested to be as accurate as possible since the success of this investigation depends upon it. Remember you are to circle one letter only.

1. I actively think about what I have learned in my English class:

- a. very frequently.
- b. hardly ever.
- c. from time to time.

2. During English classes, I would like:

- a. to have a combination of English and Bengali spoken.
- b. to have as much Bengali as possible spoken.
- c. to have only English spoken.

3. If English were not taught in school, I would:
 - a. pick up English in everyday situations (e.g. by reading English books and newspapers, trying to speak it whenever possible, etc.).
 - b. not bother learning English at all.
 - c. try to obtain lessons in English somewhere else.

4. I find studying English:
 - a. not interesting at all.
 - b. no more interesting than most subjects.
 - c. very interesting.

5. If there were a local English TV Station, I would:
 - a. never watch it.
 - b. turn it on occasionally.
 - c. try to watch it often.

6. Compared to my other courses, I like English:
 - a. more than most others.
 - b. about average.
 - c. less than most others.

7. When I hear an English song on the radio, I:
 - a. listen to the music, paying attention only to the easy words.
 - b. listen carefully and try to understand all the words.
 - c. change the station.

8. If there were an English Club in my school, I would:
 - a. attend meetings from time to time.
 - b. be most interested in joining.
 - c. definitely not join.

9. Considering how I study English, I can honestly say that I:
 - a. do enough work to get by.
 - b. will pass on the basis of sheer luck or intelligence.
 - c. really try to learn English.

10. If it were up to me whether or not to take English I:
- a. would definitely take it.
 - b. would drop it.
 - c. don't know whether I would take it or not.
11. When it comes to English homework, I:
- a. put some effort into it, but not as much as I could.
 - b. work very carefully, making sure I understand everything.
 - c. just skim over it.
12. If the opportunity arose and I knew enough English, I would watch English TV programmes:
- a. sometimes.
 - b. as often as possible.
 - c. never.
13. When I am in an English class, I:
- a. volunteer answers as much as possible.
 - b. answer only the easier questions.
 - c. never say anything.
14. If there were English-speaking families in my neighbourhood, I would:
- a. never speak English with them.
 - b. speak English with them sometimes.
 - c. speak English with them as much as possible.
15. After I get my English assignments back, I:
- a. always rewrite them correcting my mistakes.
 - b. just throw them in my desk and forget them.
 - c. look them over, but don't bother to correct mistakes.
16. If I had the opportunity and knew enough English, I would read English magazines and newspapers:
- a. as often as I could.
 - b. never.
 - c. not very often.

17. If my teacher wanted someone to do an extra English assignment, I would:
- a. definitely not volunteer.
 - b. definitely volunteer.
 - c. only do it if the teacher asked me directly.
18. If I had the opportunity to see an English play, I would:
- a. go if I had nothing else to do.
 - b. definitely go.
 - c. not go.
19. When I have a problem understanding something we are learning in English, I:
- a. immediately ask the teacher for help.
 - b. only seek help just before the exam.
 - c. just forget about it.
20. If I had the opportunity to speak English outside school, I would:
- a. never speak it.
 - b. speak English most of the time, using Bengali only if really necessary.
 - c. speak it occasionally using Bengali whenever possible.

Student Questionnaire : Part II-B

In the following part of the questionnaire you will find a statement with four possible answers given. You are requested to read the statement and then rank the alternatives from '1' to '4' as they apply to you. Please mark "1" for the alternative most applicable to you, "2" for the next most applicable, and so on.

It may be that you have some reason which has not been included among the alternatives. Item "e" is therefore left blank to allow you to include your own personal reason. Insert your reason in the space provided and include it anywhere in the ranking that you think it belongs. If item "e" is included, the ranks will, of course, run from '1' to '5'.

I am studying English because:

- ___ a. it is a compulsory course.
 - ___ b. it will allow me to meet and converse with more people and with more varied people.
 - ___ c. I think it will help me to better understand English-speaking people and their way of life.
 - ___ d. I think it will be useful in getting a good job one day.
 - ___ e. Any other personal reason (please explain) _____
-

Student Questionnaire : Part III

The purpose of this part of the questionnaire is to determine your ideas and impressions about your English Course and your English Teacher. In answering this section, you will be asked to rate these impressions on a number of scales. Place a check mark () along the scales as you think it applies to your English Teacher and English Course. You are to rate each impression on each of the scales in order. For instance, if you think that your English Teacher is extremely interesting, place your check mark () in the first space and so on.

Student Questionnaire : Part III-A

My English Teacher

- 1. interesting : __ : __ : __ : __ : __ : __ : __ : boring
- 2. competent : __ : __ : __ : __ : __ : __ : __ : incompetent
- 3. friendly : __ : __ : __ : __ : __ : __ : __ : unfriendly
- 4. trusting : __ : __ : __ : __ : __ : __ : __ : suspicious

5. polite :__:__:__:__:__:__:__:__:__: impolite
6. exciting :__:__:__:__:__:__:__:__:__: dull
7. reliable :__:__:__:__:__:__:__:__:__: unreliable
8. capable :__:__:__:__:__:__:__:__:__: incapable
9. fascinating :__:__:__:__:__:__:__:__:__: uninteresting
10. patient :__:__:__:__:__:__:__:__:__: impatient
11. good :__:__:__:__:__:__:__:__:__: bad
12. organized :__:__:__:__:__:__:__:__:__: disorganized
13. dependable :__:__:__:__:__:__:__:__:__: undependable
14. interested :__:__:__:__:__:__:__:__:__: disinterested
15. efficient :__:__:__:__:__:__:__:__:__: inefficient
16. imaginative :__:__:__:__:__:__:__:__:__: unimaginative
17. intelligent :__:__:__:__:__:__:__:__:__: unintelligent
18. considerate :__:__:__:__:__:__:__:__:__: inconsiderate
19. approachable: __:__:__:__:__:__:__:__:__: unapproachable
20. cheerful :__:__:__:__:__:__:__:__:__: miserable
21. colourful :__:__:__:__:__:__:__:__:__: colourless
22. industrious :__:__:__:__:__:__:__:__:__: lazy
23. pleasant :__:__:__:__:__:__:__:__:__: unpleasant
24. sensitive :__:__:__:__:__:__:__:__:__: insensitive
25. sincere :__:__:__:__:__:__:__:__:__: insincere

Student Questionnaire : Part III-B

My English Course

1. meaningful :__:__:__:__:__:__:__:__: meaningless
2. enjoyable :__:__:__:__:__:__:__:__: unenjoyable
3. absorbing :__:__:__:__:__:__:__:__: monotonous
4. effortless :__:__:__:__:__:__:__:__: hard
5. nice :__:__:__:__:__:__:__:__: awful
6. interesting :__:__:__:__:__:__:__:__: boring
7. good :__:__:__:__:__:__:__:__: bad
8. simple :__:__:__:__:__:__:__:__: complicated
9. agreeable :__:__:__:__:__:__:__:__: disagreeable
10. fascinating :__:__:__:__:__:__:__:__: uninteresting
11. valuable :__:__:__:__:__:__:__:__: worthless
12. necessary :__:__:__:__:__:__:__:__: unnecessary
13. appealing :__:__:__:__:__:__:__:__: unappealing
14. useful :__:__:__:__:__:__:__:__: useless
15. elementary :__:__:__:__:__:__:__:__: complex
16. pleasurable :__:__:__:__:__:__:__:__: painful
17. educational :__:__:__:__:__:__:__:__: uneducational
18. rewarding :__:__:__:__:__:__:__:__: unrewarding
19. easy :__:__:__:__:__:__:__:__: difficult
20. satisfying :__:__:__:__:__:__:__:__: unsatisfying
21. important :__:__:__:__:__:__:__:__: unimportant
22. pleasant :__:__:__:__:__:__:__:__: unpleasant

23. exciting :__:__:__:__:__:__:__:__:__: dull
24. clear :__:__:__:__:__:__:__:__:__: confusing
25. colourful :__:__:__:__:__:__:__:__:__: colourless

Student Questionnaire : Part IV

1. One of your friends believes that since Bengali is our mother tongue, there is no need for us to learn English. What would you say to him?

Appendix B

Attitude/Motivation Questionnaire for Parents

Parent Questionnaire Location Key

| <u>Scale</u> | <u>Item Numbers</u> | <u>Part</u> |
|-----------------------------------|---------------------|-------------|
| Attitudes toward Learning English | 2,7,10,14,17,21 | I |
| Interest in Foreign Languages | 4,9,16,22,24 | I |
| Integrative Orientation | 5,13,20,23 | I |
| Instrumental Orientation | 3,8,11,18 | I |
| Parental Encouragement | 1,6,12,15,19 | I |
| Motivational Intensity | 1,3,5,7,9 | II-A |
| Desire to Learn English | 2,4,6,8,10 | II-A |
| Orientation Index | 1 | II-B |

Letter to the Parents

Dear Sir,

We are conducting a research project concerning the teaching and learning of the English language in the Secondary Schools in Bangladesh. Because parental views are very important in the context of programme evaluation and programme planning, we need to know how you feel about a number of things that may be related to pupil performance in English language.

To the best of our knowledge, parent's feelings about second/foreign language programmes have never been systematically studied so far in this country. Thus, if you are able to provide us with the following information we will be very grateful. Specifically we would appreciate your cooperation in filling out the enclosed questionnaire which mainly deals with your opinions regarding the value English might have for your child. The questionnaire has been designed so that it can be answered quickly and easily, generally by circling the alternative which best expresses your own views. Despite your busy schedule, would it be possible for you to fill out this questionnaire and have your child return it in the enclosed envelope to the Principal/The Headmaster/The Headmistress of the College/high School from whom it may be collected by the researcher?

We would like to assure you that any information you provide will be absolutely confidential. To ensure this, we have developed a coding system whereby the scores of each child will be given a code number. Following initial coding, the information can in no way be traceable to you or your child. Your child's code number is written on the enclosed questionnaire. This is necessary in order for us to correlate data provided by parents and children participating in this study. The code will be known to the researcher only, who once all data have been obtained will destroy the code, and thereby, any link between the code number and individual names.

In order to promote uniformity in the questionnaire answers, we would appreciate it if the child's father would complete the questionnaire expressing his own opinions; however, if this is not possible in view of the prevailing circumstances (e.g. if the father is not alive or is away from home) we would appreciate the legal guardian's views. If the father or the legal guardian is illiterate, he or she may complete the questionnaire with the help of his/her child or ward, but the opinions expressed should be the opinion of the parent or the legal guardian.

Please return the completed questionnaire at your earliest convenience in the enclosed envelope.

We greatly appreciate your participation in this project.

Sincerely Yours,

S.M. Fazlul Haque

Researcher

Peter Grundy
Research Supervisor,
School of English,
University of Durham,
United Kingdom.

Parent Questionnaire

All your responses will be kept strictly confidential and cannot be traced to any individual. If you do not want to answer any particular item you do not have to. However, you should appreciate that the usefulness of your questionnaire will be lessened to the extent that you do not answer each item. We, therefore, request you to answer all items unless it is important to you personally to omit certain ones. Please respond as openly as possible.

General Information

Age: _____ Mother Tongue: _____

Level of education completed: _____

Occupation (please specify e.g. if service state rank or status. If business please specify the nature of business): _____

Please complete the questionnaire after you have completed the general information.

Questionnaire : Part I

You are about to read a number of statements with which some people agree and others disagree. There are no right or wrong answers since many people have different opinions. Please indicate your opinions about each statement by circling the alternative below it which best indicates the extent to which you disagree or agree with that statement.

After reading the sample statement, circle the alternative below the statement which best expresses your feeling.

E.g. Blue is my favourite colour.

| | | | | | | |
|----------|------------|----------|---------|----------|------------|----------|
| Strongly | Moderately | Slightly | Neutral | Slightly | Moderately | Strongly |
| Disagree | Disagree | Disagree | | Agree | Agree | Agree |

In answering this question, you should have circled one of the above alternatives. Some people would circle "Strongly Disagree", others would circle "Strongly Agree", and still others would circle

one of the alternatives in between. Which one you have circled shows your feelings based on everything you know and have heard. Note, there is no right or wrong answer. All that is important is that you express your personal feeling.

1. I strongly encourage my child to study English.

| | | | | | | |
|----------------------|------------------------|----------------------|---------|-------------------|---------------------|-------------------|
| Strongly Disagree | Moderately Disagree | Slightly Disagree | Neutral | Slightly Agree | Moderately Agree | Strongly Agree |
|----------------------|------------------------|----------------------|---------|-------------------|---------------------|-------------------|

2. Learning English is really great.

| | | | | | | |
|----------------------|------------------------|----------------------|---------|-------------------|---------------------|-------------------|
| Strongly Disagree | Moderately Disagree | Slightly Disagree | Neutral | Slightly Agree | Moderately Agree | Strongly Agree |
|----------------------|------------------------|----------------------|---------|-------------------|---------------------|-------------------|

3. Studying English is important because I think it will help my child to get a good job one day.

| | | | | | | |
|----------------------|------------------------|----------------------|---------|-------------------|---------------------|-------------------|
| Strongly Disagree | Moderately Disagree | Slightly Disagree | Neutral | Slightly Agree | Moderately Agree | Strongly Agree |
|----------------------|------------------------|----------------------|---------|-------------------|---------------------|-------------------|

4. If I were visiting a foreign country I would like to be able to speak the language of the people.

| | | | | | | |
|----------------------|------------------------|----------------------|---------|-------------------|---------------------|-------------------|
| Strongly Disagree | Moderately Disagree | Slightly Disagree | Neutral | Slightly Agree | Moderately Agree | Strongly Agree |
|----------------------|------------------------|----------------------|---------|-------------------|---------------------|-------------------|

5. Studying English is important because it will allow my child to meet and converse with more people and with more varied people.

| | | | | | | |
|----------------------|------------------------|----------------------|---------|-------------------|---------------------|-------------------|
| Strongly Disagree | Moderately Disagree | Slightly Disagree | Neutral | Slightly Agree | Moderately Agree | Strongly Agree |
|----------------------|------------------------|----------------------|---------|-------------------|---------------------|-------------------|

6. I show considerable interest in anything to do with my child's English courses.

| | | | | | | |
|----------------------|------------------------|----------------------|---------|-------------------|---------------------|-------------------|
| Strongly Disagree | Moderately Disagree | Slightly Disagree | Neutral | Slightly Agree | Moderately Agree | Strongly Agree |
|----------------------|------------------------|----------------------|---------|-------------------|---------------------|-------------------|

7. I think that learning English is dull.

| | | | | | | |
|----------------------|------------------------|----------------------|---------|-------------------|---------------------|-------------------|
| Strongly Disagree | Moderately Disagree | Slightly Disagree | Neutral | Slightly Agree | Moderately Agree | Strongly Agree |
|----------------------|------------------------|----------------------|---------|-------------------|---------------------|-------------------|

8. Studying English is important because I think it will make my child a more knowledgeable person.

| | | | | | | |
|-------------------|---------------------|-------------------|---------|----------------|------------------|----------------|
| Strongly Disagree | Moderately Disagree | Slightly Disagree | Neutral | Slightly Agree | Moderately Agree | Strongly Agree |
|-------------------|---------------------|-------------------|---------|----------------|------------------|----------------|

9. I enjoy meeting and listening to people who speak other languages.

| | | | | | | |
|-------------------|---------------------|-------------------|---------|----------------|------------------|----------------|
| Strongly Disagree | Moderately Disagree | Slightly Disagree | Neutral | Slightly Agree | Moderately Agree | Strongly Agree |
|-------------------|---------------------|-------------------|---------|----------------|------------------|----------------|

10. I really enjoy learning English.

| | | | | | | |
|-------------------|---------------------|-------------------|---------|----------------|------------------|----------------|
| Strongly Disagree | Moderately Disagree | Slightly Disagree | Neutral | Slightly Agree | Moderately Agree | Strongly Agree |
|-------------------|---------------------|-------------------|---------|----------------|------------------|----------------|

11. Studying English is important primarily because my child may need it in a future career.

| | | | | | | |
|-------------------|---------------------|-------------------|---------|----------------|------------------|----------------|
| Strongly Disagree | Moderately Disagree | Slightly Disagree | Neutral | Slightly Agree | Moderately Agree | Strongly Agree |
|-------------------|---------------------|-------------------|---------|----------------|------------------|----------------|

12. I try to help my child with his/her English.

| | | | | | | |
|-------------------|---------------------|-------------------|---------|----------------|------------------|----------------|
| Strongly Disagree | Moderately Disagree | Slightly Disagree | Neutral | Slightly Agree | Moderately Agree | Strongly Agree |
|-------------------|---------------------|-------------------|---------|----------------|------------------|----------------|

13. Studying English is important because it would enable my child to understand English art and literature better.

| | | | | | | |
|-------------------|---------------------|-------------------|---------|----------------|------------------|----------------|
| Strongly Disagree | Moderately Disagree | Slightly Disagree | Neutral | Slightly Agree | Moderately Agree | Strongly Agree |
|-------------------|---------------------|-------------------|---------|----------------|------------------|----------------|

14. Learning English is a waste of time.

| | | | | | | |
|-------------------|---------------------|-------------------|---------|----------------|------------------|----------------|
| Strongly Disagree | Moderately Disagree | Slightly Disagree | Neutral | Slightly Agree | Moderately Agree | Strongly Agree |
|-------------------|---------------------|-------------------|---------|----------------|------------------|----------------|

15. I feel that my child should devote more time to his/her English studies.

| | | | | | | |
|-------------------|---------------------|-------------------|---------|----------------|------------------|----------------|
| Strongly Disagree | Moderately Disagree | Slightly Disagree | Neutral | Slightly Agree | Moderately Agree | Strongly Agree |
|-------------------|---------------------|-------------------|---------|----------------|------------------|----------------|

16. Studying a foreign language is an enjoyable experience.

| | | | | | | |
|----------------------|------------------------|----------------------|---------|-------------------|---------------------|-------------------|
| Strongly Disagree | Moderately Disagree | Slightly Disagree | Neutral | Slightly Agree | Moderately Agree | Strongly Agree |
|----------------------|------------------------|----------------------|---------|-------------------|---------------------|-------------------|

17. I love learning English.

| | | | | | | |
|----------------------|------------------------|----------------------|---------|-------------------|---------------------|-------------------|
| Strongly Disagree | Moderately Disagree | Slightly Disagree | Neutral | Slightly Agree | Moderately Agree | Strongly Agree |
|----------------------|------------------------|----------------------|---------|-------------------|---------------------|-------------------|

18. Studying English is important because other people will respect my child more if he/she has a knowledge of a foreign language.

| | | | | | | |
|----------------------|------------------------|----------------------|---------|-------------------|---------------------|-------------------|
| Strongly Disagree | Moderately Disagree | Slightly Disagree | Neutral | Slightly Agree | Moderately Agree | Strongly Agree |
|----------------------|------------------------|----------------------|---------|-------------------|---------------------|-------------------|

19. I urge my child to seek help from the teacher if he/she is having problems with English.

| | | | | | | |
|----------------------|------------------------|----------------------|---------|-------------------|---------------------|-------------------|
| Strongly Disagree | Moderately Disagree | Slightly Disagree | Neutral | Slightly Agree | Moderately Agree | Strongly Agree |
|----------------------|------------------------|----------------------|---------|-------------------|---------------------|-------------------|

20. Studying English is important for my child because it will allow him/her to be more at ease with people who speak English.

| | | | | | | |
|----------------------|------------------------|----------------------|---------|-------------------|---------------------|-------------------|
| Strongly Disagree | Moderately Disagree | Slightly Disagree | Neutral | Slightly Agree | Moderately Agree | Strongly Agree |
|----------------------|------------------------|----------------------|---------|-------------------|---------------------|-------------------|

21. I hate English.

| | | | | | | |
|----------------------|------------------------|----------------------|---------|-------------------|---------------------|-------------------|
| Strongly Disagree | Moderately Disagree | Slightly Disagree | Neutral | Slightly Agree | Moderately Agree | Strongly Agree |
|----------------------|------------------------|----------------------|---------|-------------------|---------------------|-------------------|

22. I want to read the literature of a foreign country in the original language rather than in translation.

| | | | | | | |
|----------------------|------------------------|----------------------|---------|-------------------|---------------------|-------------------|
| Strongly Disagree | Moderately Disagree | Slightly Disagree | Neutral | Slightly Agree | Moderately Agree | Strongly Agree |
|----------------------|------------------------|----------------------|---------|-------------------|---------------------|-------------------|

23. Studying English is important because it would enable my child to better understand people from other countries and their culture.

Strongly Disagree Moderately Disagree Slightly Disagree Neutral Slightly Agree Moderately Agree Strongly Agree

24. I would study a foreign language if I had the opportunity.

Strongly Disagree Moderately Disagree Slightly Disagree Neutral Slightly Agree Moderately Agree Strongly Agree

Questionnaire : Part II-A

Please answer the following items by circling the letter of the alternative which appears most applicable to you. You are requested to be as accurate as possible since the success of this investigation depends upon it.

1. I sit and watch English programmes on TV with my child:

a. never. b. once in a while. c. often.

2. If I had the opportunity and knew enough English, I would read English magazines and newspapers:

a. never. b. rarely. c. often.

3. I ask my child for English translations of Bengali words:

a. never. b. rarely. c. often.

4. If I had the opportunity to see an English play, I would:

a. not go.

b. go only if I had
nothing better to do.

c. definitely go.

5. Of the books and magazines I buy for my family:

a. none of them are in English. b. a few of them are in English. c. many of them are in English.

6. If there were English-speaking families in my neighbourhood I would:
- | | | |
|-----------------------------------|---------------------------------------|---|
| a. never speak English with them. | b. speak English with them sometimes. | c. speak English with them as much as possible. |
|-----------------------------------|---------------------------------------|---|
7. I ask my child about his/her English classes:
- | | | |
|-----------|---------------|-----------|
| a. never. | b. sometimes. | c. often. |
|-----------|---------------|-----------|
8. If the opportunity arose and I knew enough English, I would watch English programmes on TV:
- | | | |
|-----------|---------------|--------------------------|
| a. never. | b. sometimes. | c. as often as possible. |
|-----------|---------------|--------------------------|
9. If I was given the opportunity to learn English:
- | | | |
|------------------------------------|---|--------------------------------|
| a. I would definitely not take it. | b. I don't know whether I would take it or not. | c. I would definitely take it. |
|------------------------------------|---|--------------------------------|
10. I think studying English would be:
- | | | |
|--|---|---|
| a. less interesting than other subjects. | b. no more interesting than other subjects. | c. definitely more interesting than other subjects. |
|--|---|---|

Questionnaire : Part II-B

In the following part of the questionnaire you will find a statement with four possible answers given. You are requested to read the statement and then rank the alternatives from '1' to '4' as they apply to you. Please mark "1" for the alternative most applicable to you, "2" for the next most applicable, and so on.

It may be that you have some reason which has not been included among the alternatives. Item "e" is therefore left blank to allow you to include your own personal reason. Insert your reason in the space provided and include it anywhere in the ranking that you think it belongs. If item "e" is included, the ranks will, of course, run from '1' to '5'.

My child should study English because:

- _____ a. I think it will some day be useful in getting a good job.
- _____ b. I think it will allow him/her to understand the people who speak English better.
- _____ c. It will allow him/her to meet and converse with more people and with more varied people.
- _____ d. A knowledge of two languages will make him/her a better educated person.
- _____ e. Any other personal reason (please explain) _____

Appendix C

Attitude/Motivation Questionnaire for Teachers

Teacher Questionnaire Location Key

| <u>Scale</u> | <u>Item Numbers</u> | <u>Part</u> |
|---|---------------------|-------------|
| Attitudes toward Learning English | 1,6,11,16,20,24 | I |
| Attitudes toward English as a subject in the School Curriculum | 4,8,14,18,22,26 | I |
| Interest in Foreign Languages | 2,5,9,12,15,19 | I |
| Integrative Orientation | 3,10,21,25 | I |
| Instrumental Orientation | 7,13,17,23 | I |
| Orientation Index | Only one item | II |

Letter to the Teachers

Dear Colleague,

We are conducting a research project concerning the teaching and learning of English language in Secondary Schools in Bangladesh. Since teacher's views are very important in the context of programme evaluation and programme planning, we need to know how you feel about a number of things that may be related to pupil performance in English language.

To the best of our knowledge, teacher's feelings about second/foreign language programmes have never been systematically studied so far in this country. Thus, if you are able to provide us with the following information we will be very grateful. Specifically we would appreciate your cooperation in filling out the enclosed questionnaire which mainly deals with your opinions regarding the value English might have for your students. The questionnaire has been designed so that it can be answered quickly and easily, generally by circling the alternative which best expresses your own views. Despite your busy schedule, would it be possible for you to fill out this questionnaire and return it in the enclosed envelope?

We would like to assure you that any information you provide will be absolutely confidential. You don't have to write your name on the questionnaire. Please write the code number given to you by the researcher.

We greatly appreciate your participation in this project.

Thanking you.

Sincerely Yours,

S.M. Fazlul Haque

Researcher

Peter Grundy
Research Supervisor,
School of English,
University of Durham,
United Kingdom.

Teacher Questionnaire

All your responses will be kept in the strictest confidence and cannot be traced to any individual. If you do not want to answer any particular item you do not have to. However, the usefulness of your questionnaire will be lessened to the extent that you do not answer each item. We, therefore, request you to answer all items unless it is important to you personally to omit certain ones. Please respond as openly as possible since the success of the project depends on your answers.

General Information

Code No: _____ Age: ____ Sex: Male/Female Mother Tongue: _____

Level of education completed: _____

Teaching experience: _____ Years

Please complete the questionnaire after you have completed the general information section.

Questionnaire : Part I

You are about to read a number of statements with which some people agree and others disagree. There are no right or wrong answers since many people have different opinions. Please indicate your opinions about each statement by circling the alternative below it which best indicates the extent to which you disagree or agree with that statement.

E.g. Blue is my favourite colour.

| | | | | | | |
|----------|------------|----------|---------|----------|------------|----------|
| Strongly | Moderately | Slightly | Neutral | Slightly | Moderately | Strongly |
| Disagree | Disagree | Disagree | | Agree | Agree | Agree |

In answering this question, you should have circled one of the above alternatives. Some people might circle "Strongly Disagree", others might circle "Strongly Agree", and still others might circle one of the alternatives in between. Which one you have circled shows your feelings based on everything you know and have heard. Please note that there is no right or wrong answer. All that is important is that you express your personal feeling.

1. Learning as well as teaching English is a waste of time.

| | | | | | | |
|----------------------|------------------------|----------------------|---------|-------------------|---------------------|-------------------|
| Strongly Disagree | Moderately Disagree | Slightly Disagree | Neutral | Slightly Agree | Moderately Agree | Strongly Agree |
|----------------------|------------------------|----------------------|---------|-------------------|---------------------|-------------------|

2. Every educated person should study a foreign language.

| | | | | | | |
|----------------------|------------------------|----------------------|---------|-------------------|---------------------|-------------------|
| Strongly Disagree | Moderately Disagree | Slightly Disagree | Neutral | Slightly Agree | Moderately Agree | Strongly Agree |
|----------------------|------------------------|----------------------|---------|-------------------|---------------------|-------------------|

3. Our students should study English in order to be able to meet and converse with more people and with more varied people.

| | | | | | | |
|----------------------|------------------------|----------------------|---------|-------------------|---------------------|-------------------|
| Strongly Disagree | Moderately Disagree | Slightly Disagree | Neutral | Slightly Agree | Moderately Agree | Strongly Agree |
|----------------------|------------------------|----------------------|---------|-------------------|---------------------|-------------------|

4. English is an important part of the school programme.

| | | | | | | |
|----------------------|------------------------|----------------------|---------|-------------------|---------------------|-------------------|
| Strongly Disagree | Moderately Disagree | Slightly Disagree | Neutral | Slightly Agree | Moderately Agree | Strongly Agree |
|----------------------|------------------------|----------------------|---------|-------------------|---------------------|-------------------|

5. If I were visiting a foreign country I would like to be able to speak the language of the people.

| | | | | | | |
|----------------------|------------------------|----------------------|---------|-------------------|---------------------|-------------------|
| Strongly Disagree | Moderately Disagree | Slightly Disagree | Neutral | Slightly Agree | Moderately Agree | Strongly Agree |
|----------------------|------------------------|----------------------|---------|-------------------|---------------------|-------------------|

6. It is not necessary for the Bangladeshis to learn English.

| | | | | | | |
|----------------------|------------------------|----------------------|---------|-------------------|---------------------|-------------------|
| Strongly Disagree | Moderately Disagree | Slightly Disagree | Neutral | Slightly Agree | Moderately Agree | Strongly Agree |
|----------------------|------------------------|----------------------|---------|-------------------|---------------------|-------------------|

7. Our students should study English because people will respect them more if they have a knowledge of a foreign language.

| | | | | | | |
|----------------------|------------------------|----------------------|---------|-------------------|---------------------|-------------------|
| Strongly Disagree | Moderately Disagree | Slightly Disagree | Neutral | Slightly Agree | Moderately Agree | Strongly Agree |
|----------------------|------------------------|----------------------|---------|-------------------|---------------------|-------------------|

8. Every student should try to learn English like other subjects in the school curriculum.

| | | | | | | |
|----------------------|------------------------|----------------------|---------|-------------------|---------------------|-------------------|
| Strongly Disagree | Moderately Disagree | Slightly Disagree | Neutral | Slightly Agree | Moderately Agree | Strongly Agree |
|----------------------|------------------------|----------------------|---------|-------------------|---------------------|-------------------|

9. One should enjoy meeting and listening to people who speak other languages.

| | | | | | | |
|-------------------|---------------------|-------------------|---------|----------------|------------------|----------------|
| Strongly Disagree | Moderately Disagree | Slightly Disagree | Neutral | Slightly Agree | Moderately Agree | Strongly Agree |
|-------------------|---------------------|-------------------|---------|----------------|------------------|----------------|

10. Our students should study English to understand English art and literature better.

| | | | | | | |
|-------------------|---------------------|-------------------|---------|----------------|------------------|----------------|
| Strongly Disagree | Moderately Disagree | Slightly Disagree | Neutral | Slightly Agree | Moderately Agree | Strongly Agree |
|-------------------|---------------------|-------------------|---------|----------------|------------------|----------------|

11. No one is really educated unless he has a good command of the English language.

| | | | | | | |
|-------------------|---------------------|-------------------|---------|----------------|------------------|----------------|
| Strongly Disagree | Moderately Disagree | Slightly Disagree | Neutral | Slightly Agree | Moderately Agree | Strongly Agree |
|-------------------|---------------------|-------------------|---------|----------------|------------------|----------------|

12. Studying a foreign language is an enjoyable experience.

| | | | | | | |
|-------------------|---------------------|-------------------|---------|----------------|------------------|----------------|
| Strongly Disagree | Moderately Disagree | Slightly Disagree | Neutral | Slightly Agree | Moderately Agree | Strongly Agree |
|-------------------|---------------------|-------------------|---------|----------------|------------------|----------------|

13. Studying English is important primarily because our students may need it in their future careers.

| | | | | | | |
|-------------------|---------------------|-------------------|---------|----------------|------------------|----------------|
| Strongly Disagree | Moderately Disagree | Slightly Disagree | Neutral | Slightly Agree | Moderately Agree | Strongly Agree |
|-------------------|---------------------|-------------------|---------|----------------|------------------|----------------|

14. English is the most interesting subject in school.

| | | | | | | |
|-------------------|---------------------|-------------------|---------|----------------|------------------|----------------|
| Strongly Disagree | Moderately Disagree | Slightly Disagree | Neutral | Slightly Agree | Moderately Agree | Strongly Agree |
|-------------------|---------------------|-------------------|---------|----------------|------------------|----------------|

15. I want to read the literature of a foreign country in the original language rather than in translation.

| | | | | | | |
|-------------------|---------------------|-------------------|---------|----------------|------------------|----------------|
| Strongly Disagree | Moderately Disagree | Slightly Disagree | Neutral | Slightly Agree | Moderately Agree | Strongly Agree |
|-------------------|---------------------|-------------------|---------|----------------|------------------|----------------|

16. A student should study English language even if he is not required to study it as a subject in the curriculum.

| | | | | | | |
|-------------------|---------------------|-------------------|---------|----------------|------------------|----------------|
| Strongly Disagree | Moderately Disagree | Slightly Disagree | Neutral | Slightly Agree | Moderately Agree | Strongly Agree |
|-------------------|---------------------|-------------------|---------|----------------|------------------|----------------|

17. Studying English is important because I think it will help our students to get a good job one day.

| | | | | | | |
|----------------------|------------------------|----------------------|---------|-------------------|---------------------|-------------------|
| Strongly Disagree | Moderately Disagree | Slightly Disagree | Neutral | Slightly Agree | Moderately Agree | Strongly Agree |
|----------------------|------------------------|----------------------|---------|-------------------|---------------------|-------------------|

18. More school time should be given to English.

| | | | | | | |
|----------------------|------------------------|----------------------|---------|-------------------|---------------------|-------------------|
| Strongly Disagree | Moderately Disagree | Slightly Disagree | Neutral | Slightly Agree | Moderately Agree | Strongly Agree |
|----------------------|------------------------|----------------------|---------|-------------------|---------------------|-------------------|

19. We should try to learn as many foreign languages as we can.

| | | | | | | |
|----------------------|------------------------|----------------------|---------|-------------------|---------------------|-------------------|
| Strongly Disagree | Moderately Disagree | Slightly Disagree | Neutral | Slightly Agree | Moderately Agree | Strongly Agree |
|----------------------|------------------------|----------------------|---------|-------------------|---------------------|-------------------|

20. I have a great fascination for learning English.

| | | | | | | |
|----------------------|------------------------|----------------------|---------|-------------------|---------------------|-------------------|
| Strongly Disagree | Moderately Disagree | Slightly Disagree | Neutral | Slightly Agree | Moderately Agree | Strongly Agree |
|----------------------|------------------------|----------------------|---------|-------------------|---------------------|-------------------|

21. Studying English is important for our students because it will allow them to be at ease with people who speak English.

| | | | | | | |
|----------------------|------------------------|----------------------|---------|-------------------|---------------------|-------------------|
| Strongly Disagree | Moderately Disagree | Slightly Disagree | Neutral | Slightly Agree | Moderately Agree | Strongly Agree |
|----------------------|------------------------|----------------------|---------|-------------------|---------------------|-------------------|

22. English is important for the national interests of a developing country like Bangladesh.

| | | | | | | |
|----------------------|------------------------|----------------------|---------|-------------------|---------------------|-------------------|
| Strongly Disagree | Moderately Disagree | Slightly Disagree | Neutral | Slightly Agree | Moderately Agree | Strongly Agree |
|----------------------|------------------------|----------------------|---------|-------------------|---------------------|-------------------|

23. Studying English is important because I think it will make our students more knowledgeable persons.

| | | | | | | |
|----------------------|------------------------|----------------------|---------|-------------------|---------------------|-------------------|
| Strongly Disagree | Moderately Disagree | Slightly Disagree | Neutral | Slightly Agree | Moderately Agree | Strongly Agree |
|----------------------|------------------------|----------------------|---------|-------------------|---------------------|-------------------|

24. I dislike learning English.

| | | | | | | |
|----------------------|------------------------|----------------------|---------|-------------------|---------------------|-------------------|
| Strongly Disagree | Moderately Disagree | Slightly Disagree | Neutral | Slightly Agree | Moderately Agree | Strongly Agree |
|----------------------|------------------------|----------------------|---------|-------------------|---------------------|-------------------|

25. Studying English is important for our students because it may enable them to better understand people from other countries and their culture.

| | | | | | | |
|----------|------------|----------|---------|----------|------------|----------|
| Strongly | Moderately | Slightly | Neutral | Slightly | Moderately | Strongly |
| Disagree | Disagree | Disagree | | Agree | Agree | Agree |

26. English may be useful to every student in the future.

| | | | | | | |
|----------|------------|----------|---------|----------|------------|----------|
| Strongly | Moderately | Slightly | Neutral | Slightly | Moderately | Strongly |
| Disagree | Disagree | Disagree | | Agree | Agree | Agree |

Teacher Questionnaire : Part II

In the following part of the questionnaire you will find a statement with four possible answers given. You are requested to read the statement and then rank the alternatives from '1' to '4' as they apply to you. Please mark "1" for the alternative most applicable to you, "2" for the next most applicable, and so on.

It may be that you have some reason which has not been included among the alternatives. Item "e" is therefore left blank to allow you to include your own personal reason. Insert your reason in the space provided and include it anywhere in the ranking that you think it belongs. If item "e" is included, the ranks will, of course, run from '1' to '5'.

Our students should study English because:

- _____ a. I think it will some day be useful in getting a good job.
 - _____ b. I think it will help them to better understand the people who speak English.
 - _____ c. It will allow them to meet and converse with more people and with more varied people.
 - _____ d. A knowledge of two languages will make them a better educated person.
 - _____ e. Any other personal reason (please explain) _____
-

Appendix D

Names of the Judges for the Content Validation of the
Attitude/Motivation Questionnaires

Names of the judges for the content validation of the Attitude/Motivation Questionnaires.

1. Peter Grundy, B.A. (Leeds), M.Phil. (Cantab.)
Research Supervisor,
School of English,
University of Durham,
United Kingdom.
2. M.S. Byram, B.A., Ph.D. (Cantab.)
School of Education,
University of Durham,
United Kingdom.
3. Ahsanul Haque, M.A. (Dhaka and Bristol)
Chairman,
Department of English,
University of Dhaka,
Dhaka, Bangladesh.
4. B. Wajihur Rahman, M.A. (Dhaka & Colorado), Ed.D. (Colorado)
Associate Professor of English,
Institute of Education and Research,
University of Dhaka,
Dhaka, Bangladesh.
5. Shamsun Nahar Islam, M.A.B.T. (Dhaka); Diploma in TESL
(Edinburgh); Certificate in TEFL
(Beirut)
Vice Principal,
Teacher Training College,
Dhaka, Bangladesh.
6. Mazharul Huq, M.A. M.Ed. (Dhaka), C.A.L.T.E. (Essex)
Assistant Professor of English,
Teacher Training College,
Dhaka, Bangladesh.
7. Anwarul Haque, B.A.(Hons.), M.A. (Dhaka)
Associate Professor of English,
and
Member Directing Staff (Languages),
National Institute of Educational Administration,
Extension and Research,
Dhaka, Bangladesh.

8. Selina Mohsin, B.A. (Hons.), M.A. (Dhaka), M.A. (Washington),
English Language Specialist,
National Institute of Educational, Administration, Extension,
and Research,
Dhaka, Bangladesh.

9. Md. Jahirul Haque, B.A. B.Ed. (Dhaka); Diploma in Teaching
English Overseas (Leeds)
Assistant Headmaster,
Govt. Laboratory High School,
Dhaka, Bangladesh.

Appendix E

Names of the Members of the English Language Teaching Task Force

Names of the members of the English Language Teaching Task Force set up by an order No. 5/7AS-38/75 dated 27.10.75 of the Ministry of Education, Government of the People's Republic of Bangladesh.

- | | |
|---|----------|
| 1. Dr. M. Nurul Haq, Director, Bangladesh Education Extension and Research Institute, Dhaka. | Convenor |
| 2. Mrs. Rokeya Sultana, Vice Principal, Teacher Training College, Dhaka. | Member |
| 3. Mr. Mohammad Mohiyud-Din, Director, Institute of Modern Languages, Dhaka University, Dhaka. | Member |
| 4. Dr. Shamsul Huq, Director, Institute of Education and Research, Dhaka University, Dhaka. | Member |
| 5. Dr. B.W. Rahman, Associate Professor, Institute of Education and Research, Dhaka University, Dhaka. | Member |
| 6. Mr. Shamsul Huda, Retired Vice-Principal, Teacher Training College, Dhaka. | Member |
| 7. Mr. M. Noman, A.D.P.I. (College Education), Directorate of Public Instruction, Dhaka. | Member |
| 8. Mr. A.M. Azhar Hossain, Secretary, Bangla Academy, Dhaka. | Member |

- | | | |
|-----|---|--------|
| 9. | Mr. S.M. Omar Ali, Senior Lecturer, Residential Model School, Dhaka. | Member |
| 10. | Mr. M.G. Mustafa, Lecturer, Dept. of English, Dhaka College, Dhaka. | Member |
| 11. | Dr. Serajul Islam Chowdhury, Chairman, Dept. of English, Dhaka University, Dhaka. | Member |
| 12. | M.J.G. Mumme, Specialist, Bangladesh Education Extension and Research Institute, Dhaka. | Member |
| 13. | Mr. E.T.J. Phillips, Representative, The British Council, Dhaka. | Member |
| 14. | Mr. A.D. Johnson, Education Officer, The British Council, Dhaka. | Member |
| 15. | Mr. Md. Solaiman Akhand, Specialist in English, Bangladesh Textbook Board, Dhaka. | Member |
| 16. | Mr. Abu Mohammed, Inspector of Colleges, Board of Intermediate and Secondary Education, Dhaka. | Member |
| 17. | Mr. M.A. Jabbar, Deputy Education Adviser, Ministry of Education, Dhaka. | Member |

Appendix F

Achievement Test used in the Study

Achievement Test : Part I

Time allowed
35 minutes

Structure Test I

Read each of the following sentences and underline the most suitable word given in brackets.

Example:

There is a book on
 in the table.
 at

Mr. Huq had a shop. It was between a school and a
 an mosque.
 one

In the shop there were two boys and some
 any old man.
 an

Each
Both the boys spoke to him.
Two

Anwar asked Mr. Huq the following questions:

Anwar: Have you any
 a sugar today?
 one

Mr. Huq: No. I haven't any.
 some.
 nothing.

Anwar. When
 What will you get some?
 Which

Mr. Huq: Tomorrow at eight o'clock to
 of the morning.
 in

Anwar: What is the difference from
 of those two pineapples?
 between

Mr. Huq: One is ripe but the one
 other is not.
 others

Anwar: Do you selling
 sells newspapers?
 sell

Mr. Huq: No, I don't but my brother does.
 makes.
 is.

Anwar bought some rice and taking
 take it to his mother.
 took

Structure Test II

Ali and Anwar are friends. They go to different schools.
Yesterday they met near Ali's home.

Ali: May
 Shall I ask you to come to my house for a cup of tea?
 Will

Anwar: Thank you.

Ali: How many
 much sugar do you like in your tea?
 more

Anwar: Not ^{very much}
^{much} , thank you.
^{more}

Ali: How ^{many}
^{much} students are there in your school?
^{more}

Anwar: Not as ^{much}
^{many} as in yours. There are only 800.
^{few}

Ali: My school is the ^{most}
^{biggest} in the whole city.
^{bigger}

It is also ^{better}
^{best} than any other.
^{more good}

Anwar: No, it isn't. Our school always has ^{more}
^{the most} passes.
^{best}
in S.S.C.

Ali: Our school ^{once}
^{ever} wins the football competition.
^{always}

Anwar: My school isn't big ^{often}
^{enough} to win that competition.
^{very much}

I think your school has ^{great}
^{twice} many students.
^{too}

It is easy ^{to win}
^{win} sports competitions when you have a
^{wins}
lot of students.

Ali: How long have you ^{been going}
^{going} to your school?
^{went}

Anwar: I ^{am}
^{has been} there for three years.
^{have been}

Ali: What are the teachers ^{such}
^{like} in your school?
^{good}

Anwar: They are ^{enough}
^{very} good.
^{much}

They prepare their lessons ^{most carefully.}
^{most careful.}
^{more careful.}

Ali: I like my school ^{very well.}
^{very much.}
^{enough.}

Next year you may like to come to my school ^{as well as.}
^{instead of.}
^{more than.}
to yours.

Anwar: I will not. My school is much ^{good.}
^{better.}
^{best.}

Achievement Test : Part II

Time allowed
25 minutes

Vocabulary Test

Four words are given below each of the sentences to fill in the blanks. Please underline the most suitable words.

Example: The curry was very _____.

A. tasty B. fast C. blue D. tired

1. He was a cruel man and had a bad _____.

A. fame B. reputation C. esteem D. favour

2. He is _____ and often breaks things.

A. grateful B. regular C. particular D. clumsy

3. He has never _____ to my letter.

A. commanded B. argued C. asked D. responded

4. The injured man could only _____ across the room.

A. crawl B. scratch C. wander D. journey

5. I was afraid of the _____ animal.

A. charming B. fierce C. obedient D. timid

6. No one had ever seen that _____ bird before.

A. suitable B. temporary C. rapid D. rare

7. We must _____ the great buildings of the past.
A. invent B. preserve C. imagine D. prevent
8. We shall soon find a _____ to this problem.
A. reputation B. proposal C. solution D. fascination
9. He was badly hurt when the two cars _____.
A. collided B. performed C. constructed D. unpacked
10. He was always hard-working and _____ to help.
A. affectionate B. eager C. amused D. accurate
11. The knife was too _____ to cut the rope.
A. blunt B. busy C. suitable D. wasteful
12. The old house was in a very bad _____.
A. agency B. scenery C. proposal D. condition
13. He was afraid and wanted to _____ any danger.
A. imitate B. secure C. avoid D. improve
14. He went out during the _____ in the film.
A. interval B. middle C. variety D. invention
15. He will _____ quickly from this illness.
A. recover B. remind C. pretend D. provide
16. She was clever and _____ with her hands.
A. fashionable B. skilful C. bored D. fragile

17. He was not very hungry, so he ate only a _____ amount of food.
A. similar B. moderate C. careful D. typical
18. He never _____ his true feelings from me.
A. conceals B. permits C. limits D. governs
19. Everyone praised him for his _____ action.
A. mean B. noble C. brief D. hasty
20. The beggar had many _____ in his clothes.
A. torrents B. seals C. patches D. effects

Achievement Test : Part III

Time allowed
30 minutes

Reading Comprehension Test

Read the passage first - then look at the question sheet. There are four answers to each question (A, B, C and D). Choose the best answer. Then underline or tick the letter only.

This is the story of Ali Ahmed. Ali's father was a farmer. He was not as rich as other farmers, but he had a cow. One day Ali was in the fields near his village. He was with his father's cow. It was nearly five o'clock when he heard the noise of guns. At that time there was a war in his country. "There are some soldiers near here," Ali thought. "They are fighting. I shall take the cow back to the village." But the cow was afraid and ran away. Ali followed it but he could not stop it.

Ali thought, "My father will be angry. The cow is the best in our village. It gives much milk everyday. No other cow gives as much milk as it does." The noise of the guns stopped. Night came and Ali thought, "I cannot find the cow now. I shall go back to the village. I cannot stay here. To-night it will be cold and I have no quilt."

He began to walk across the fields. Then he heard a noise. He stopped and listened very carefully. He thought, "A man is praying". Ali slowly went near the man. "Are you hurt?" he asked. "Yes", replied the man. The pain in my leg is terrible. There is a bullet in it. I cannot move. I need water or I shall die. Please will you bring me some water?"

Ali saw the man's clothes. Then he knew he was a soldier. He was an enemy too. He thought, "It is difficult to help an enemy. But I cannot be cruel." He said to the soldier, "I shall come back."

When he got home he told his father about the cow and the soldier. His father was not angry but he said, "You are too tired to help the soldier." Ali said, "No, I am strong enough to walk back. You cannot find the way."

Ali and his father found the soldier and helped him. The following day they found the cow. Everyone said Ali was brave as well as kind.

Question Sheet : Underline or tick the best answer (A, B, C or D)

1. Ali's father was

- A. very rich.
- B. very poor.
- C. not so rich.
- D. very kind.

2. Ali heard the noise of guns

- A. in the afternoon.
- B. at midnight.
- C. in the morning.
- D. the next day.

3. Ali was in the fields with

- A. his father.
- B. a farmer.
- C. a cow.
- D. some soldiers.

4. Ali's cow

- A. ate grass.
- B. ran home.
- C. ran away.
- D. followed Ali.

5. There was a bullet

- A. in the cow.
- B. in the man's leg.
- C. in the man's head.
- D. in Ali's leg.

6. Ali saw a man. The man was

- A. hurt.
- B. cold.
- C. dead.
- D. kind.

7. The man wanted

- A. a gun.
- B. the cow.
- C. water.
- D. food.

8. The soldier was

- A. an enemy.
- B. a friend.
- C. a boy.
- D. a kind man.

9. The following day Ali and his father found

- A. the soldier.
- B. the cow.
- C. the soldier and the cow.
- D. a brave boy.

10. Ali's cow was a good cow because

- A. it was kind.
- B. it followed Ali.
- C. it came back home.
- D. it gave much milk.

Appendix G

Names of the Schools Surveyed

Names of the schools surveyed and the dates for the administration of the Attitude/Motivation Test Battery and the Achievement Test.

| Name of School | Date of Administration of the Attitude/ Motivation Test Battery | Date of Administration of the Achievement Test |
|---|---|--|
| Vikharunnessa Noon School, Dhaka | 20.9.87 | 21.9.87 |
| Azimpur Girls High School, Dhaka | 22.9.87 | 23.9.87 |
| Natun Paltan Line Boy's High School, Dhaka | 24.9.87 | 26.9.87 |
| Rayer Bazar Girl's High School, Dhaka | 27.9.87 | 28.9.87 |
| Residential Model School, Dhaka | 5.10.87 | 6.10.87 |
| Holy Cross School, Dhaka | 7.10.87 | 8.10.87 |
| Dhanmondi Govt. Boy's High School, Dhaka | 10.10.87 | 11.10.87 |
| Sher-e-Bangla Nagar Govt. Boy's High School, Dhaka | 12.10.87 | 13.10.87 |

Appendix H

Bengali Version of the Attitude/Motivation Questionnaire for Students

ছাত্র-ছাত্রীদের জন্য প্রশ্নমালা
প্রশ্নমালার জন্য সাধারণ নির্দেশাবলী

প্রিয় ছাত্র/ছাত্রী,

বাংলাদেশের মাধ্যমিক স্কুলসমূহে ইংরেজী শিক্ষাদান ও অধ্যয়ন সম্পর্কিত একটি গবেষণা প্রকল্পে অনুসন্ধানের উদ্দেশ্যে তোমাকে এই প্রশ্নমালার উত্তর পূরণ করার জন্য অনুরোধ করা হচ্ছে। বেশীর ভাগ প্রশ্নই ইংরেজী ভাষা ও ইংরেজী ভাষা শিক্ষা সম্পর্কে তোমার মনোভাবের সাথে জড়িত। আমাদের জানামতে দ্বিতীয়/বিদেশী ভাষা শিক্ষা সম্বন্ধে ছাত্র/ছাত্রীদের মনোভাব সম্পর্কে পদ্ধতিগত কোন সমীক্ষা/গবেষণা এদেশে এখনও করা হয়নি। এই গবেষণায় অংশগ্রহণ করে তুমি আমাদের দেশে ইংরেজী ভাষা শিক্ষাদান ও অধ্যয়ন সম্পর্কে শিক্ষকদেরকে আরো ধারণা দিতে পারবে। এই জরিপের ফলাফল অর্থপূর্ণ করে তোমার জন্য তোমার ঘটদূর সম্ভব সঠিক ও খোলাখুলি জবাব দেওয়া প্রয়োজন।

আমরা আশা করি এই প্রশ্নমালার প্রতিটি উত্তর সম্পর্কে তোমার চাঞ্চলিক প্রতিশ্রুতি আমাদেরকে জানাবে। প্রতিটি উত্তর সম্পর্কে বেশী চিন্তা করে সময় নষ্ট করোনা। প্রতিটি উত্তর পড়ে তোমার চাঞ্চলিক অনুভূতি জানাও। অপরপক্ষে অসতর্ক হইওনা যেহেতু তোমার সত্যিকারের অনুভূতি জানা আমাদের জন্য গুরুত্বপূর্ণ। মনে রাখবে এই প্রশ্নমালা তোমার শিক্ষকদের/শিক্ষয়িত্রীদের বা স্কুল কর্তৃপক্ষের কেউকে দেখানো হবেন না। সুতরাং অনুগ্রহপূর্বক ঘটদূর সম্ভব মুক্ত ও খোলা মনে সব প্রশ্নের জবাব দিবে।

এই প্রশ্নমালার উত্তর দেওয়ার সময় তোমার কোন কথা জিজ্ঞাস্য থাকলে সাহায্যের জন্য হাত তুলতে দ্বিধা করোনা।

তোমার সহযোগীতার জন্য তোমাকে অসংখ্য ধন্যবাদ।

প্রশ্নমালার জবাব দিতে শুরু করার আগে অনুগ্রহপূর্বক নিম্নের তথ্যাবলী পূরণ করো।

সাংকেতিক নম্বর : বয়স : ছাত্র/ছাত্রী :

বিভাগ - মানবিক/বিজ্ঞান :।

পিতার নাম (পিতার অবর্তমানে আইনানুগ অভিভাবকের নাম) :

পিতার শিক্ষাগত যোগ্যতা :

পিতার পেশা :

মাতার শিক্ষাগত যোগ্যতা :

মাতার পেশা (যদি তিনি চাকুরী করেন) :

উপরে উল্লেখিত তথ্যাবলী পূরণ করার পর নিম্নলিখিত প্রশ্নমালা পূরণ করতে পারো।

এখন চোমরা কচগুলো উত্তর পড়তে যাচ্ছ যার সাথে কিছুলোক একমত এবং কিছুলোক ভিন্নমত পোষণ করে। কোন ভুল বা শুদ্ধ জবাব নেই যেহেতু অনেক লোক বিভিন্ন মত পোষণ করে। অনুগ্রহ পূর্বক প্রতিটি উত্তর নীচে লিখিত বিকল্প জবাবগুলোর মধ্যে যেটি চোমার সম্মতি বা অসম্মতি সবচেয়ে বেশী নির্দিষ্ট করে তার চারপার্শ্বে রুতাকার চিহ্ন দিয়ে চোমার মতামত প্রকাশ করো।

নীচের উদাহরণ স্বরূপ প্রদত্ত উত্তরটি পড়ার পর যে বিকল্প জবাবটি চোমার মতামত ভালভাবে প্রকাশ করে তার চার পার্শ্বে রুতাকার চিহ্ন দাও।

উদাহরণ : নীল রং আমার প্রিয় রং।

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| সম্পূর্ণ ভিন্নমত | মোটামুটি ভিন্নমত | সামান্য ভিন্নমত | মতামত নেই | সামান্য সম্মত | মোটামুটি সম্মত | সম্পূর্ণ সম্মত |
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এই প্রশ্নের জবাবে তুমি যে কোন একটি বিকল্প জবাবের চারদিকে রুতাকার চিহ্ন দিয়ে থাকবে। কেহ কেহ হয়তো "সম্পূর্ণ ভিন্নমতের" চারপাশে রুতাকার চিহ্ন দিয়ে থাকবে, অন্যরা হয়তো "সম্পূর্ণ সম্মত" এর চার পাশে রুতাকার চিহ্ন দিয়ে থাকবে এবং আবার অন্যরা হয়তো দুই চুড়ানু বিকল্পের মাঝামাঝি কোন বিকল্প জবাবের চার পাশে রুতাকার চিহ্ন দিয়ে থাকবে। তুমি যতটুকু জান ও শুনবে তার উপর ভিত্তি করে যে বিকল্প জবাবটিতে রুতাকার চিহ্ন দিয়েছো তা চোমার মনোভাব প্রকাশ করছে! মনে রাখবে কোন ভুল বা শুদ্ধ জবাব নেই। চোমার ব্যক্তিগত মতামত প্রকাশ করাই হলো সবচেয়ে গুরুত্বপূর্ণ।

১। ইংরেজী শেখা সচিাই ভাল।

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| সম্পূর্ণ ভিন্নমত | মোটামুটি ভিন্নমত | সামান্য ভিন্নমত | মতামত নেই | সামান্য সম্মত | মোটামুটি সম্মত | সম্পূর্ণ সম্মত |
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২। যদি আমি বিদেশে ভ্রমণ করতাম তবে আমি ঐ দেশের জনগণের ভাষায় কথা বলতে চেষ্টা করতাম।

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| সম্পূর্ণ ভিন্নমত | মোটামুটি ভিন্নমত | সামান্য ভিন্নমত | মতামত নেই | সামান্য সম্মত | মোটামুটি সম্মত | সম্পূর্ণ সম্মত |
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৩। ইংরেজী শিক্ষা আমার জন্য গুরুত্বপূর্ণ কারণ ইহা দ্বারা ইংরেজীতে কথা বলে তাদের সাথে সহজে মেলামেশা করতে আমাকে সক্ষম করবে।

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| সম্পূর্ণ ভিন্নমত | মোটামুটি ভিন্নমত | সামান্য ভিন্নমত | মতামত নেই | সামান্য সম্মত | মোটামুটি সম্মত | সম্পূর্ণ সম্মত |
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৪। ইংরেজী ক্লাসে স্বেচ্ছায় কোন প্রশ্নের উত্তর দিতে গেলে আমি হতবুদ্ধি হয়ে যাই।

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| সম্পূর্ণ ভিন্নমত | মোটামুটি ভিন্নমত | সামান্য ভিন্নমত | মতামত নেই | সামান্য সম্মত | মোটামুটি সম্মত | সম্পূর্ণ সম্মত |
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৫। আমার পিতামাতা আমাকে ইংরেজী শিখতে সাহায্য করার চেষ্টা করেন।

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| সম্পূর্ণ ভিন্নমত | মোটামুটি ভিন্নমত | সামান্য ভিন্নমত | মতামত নেই | সামান্য সম্মত | মোটামুটি সম্মত | সম্পূর্ণ সম্মত |
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৬। ইংরেজী শেখা আমার জন্য গুরুত্বপূর্ণ কারণ ইহা আমার ভবিষ্যত কর্মজীবনের জন্য প্রয়োজন হবে।

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| সম্পূর্ণ ভিন্নমত | মোটামুটি ভিন্নমত | সামান্য ভিন্নমত | মতামত নেই | সামান্য সম্মত | মোটামুটি সম্মত | সম্পূর্ণ সম্মত |
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৭। আমি ইংরেজী ভাষাকে ঘৃণা করি।

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| সম্পূর্ণ ভিন্নমত | মোটামুটি ভিন্নমত | সামান্য ভিন্নমত | মতামত নেই | সামান্য সম্মত | মোটামুটি সম্মত | সম্পূর্ণ সম্মত |
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৮। আমি অন্য ভাষা দক্ষতার সাথে বলতে ইচ্ছা করি।

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| সম্পূর্ণ ভিন্নমত | মোটামুটি ভিন্নমত | সামান্য ভিন্নমত | মতামত নেই | সামান্য সম্মত | মোটামুটি সম্মত | সম্পূর্ণ সম্মত |
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৯। ইংরেজী শেখা আমার জন্য গুরুত্বপূর্ণ কারণ ইহা আমাকে অনেক ও বিচিত্র ধরনের লোকের সাথে মেলামেশা ও আলাপ আলোচনা করতে সাহায্য করবে।

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| সম্পূর্ণ ভিন্নমত | মোটামুটি ভিন্নমত | সামান্য ভিন্নমত | মতামত নেই | সামান্য সম্মত | মোটামুটি সম্মত | সম্পূর্ণ সম্মত |
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১০। ইংরেজী ক্লাসে কথা বলার সময় আমি কথানা নিশ্চিত অনুভব করিনা।

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| সম্পূর্ণ ভিন্নমত | মোটামুটি ভিন্নমত | সামান্য ভিন্নমত | মতামত নেই | সামান্য সম্মত | মোটামুটি সম্মত | সম্পূর্ণ সম্মত |
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১১। আমার পিতামাতা মনে করেন ইংরেজী পড়ার জন্য আমার আরও অধিক সময় ব্যয় করা উচিত।

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| সম্পূর্ণ ভিন্নমত | মোটামুটি ভিন্নমত | সামান্য ভিন্নমত | মতামত নেই | সামান্য সম্মত | মোটামুটি সম্মত | সম্পূর্ণ সম্মত |
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১২। ইংরেজী শেখা আমার জন্য গুরুত্বপূর্ণ কারণ ইহা আমাকে অধিকতর জ্ঞানসম্পন্ন ব্যক্তিত্ব পরিণত করবে।

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| সম্পূর্ণ ভিন্নমত | মোটামুটি ভিন্নমত | সামান্য ভিন্নমত | মতামত নেই | সামান্য সম্মত | মোটামুটি সম্মত | সম্পূর্ণ সম্মত |
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১৩। আমি ইংরেজী শেখায় সত্যিই আনন্দ অনুভব করি।

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| সম্পূর্ণ ভিন্নমত | মোটামুটি ভিন্নমত | সামান্য ভিন্নমত | মতামত নেই | সামান্য সম্মত | মোটামুটি সম্মত | সম্পূর্ণ সম্মত |
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১৪। আমি অন্যদেশী সাহিত্য অনুবাদের ক্ষেত্রে মূল ভাষায় পড়তে ইচ্ছুক।

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| সম্পূর্ণ ভিন্নমত | মোটামুটি ভিন্নমত | সামান্য ভিন্নমত | মতামত নেই | সামান্য সম্মত | মোটামুটি সম্মত | সম্পূর্ণ সম্মত |
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১৫। ইংরেজী শেখাকে আমি গুরুত্বপূর্ণ মনে করি কারণ ইহা একদিন আমাকে ভাল বা উপযুক্ত পেশা পেতে সাহায্য করবে।

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| সম্পূর্ণ ভিন্নমত | মোটামুটি ভিন্নমত | সামান্য ভিন্নমত | মতামত নেই | সামান্য সম্মত | মোটামুটি সম্মত | সম্পূর্ণ সম্মত |
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১৬। আমার পিতামাতা বাসুদেবই আমাকে ইংরেজী পড়তে অনুপ্রেরণা দেন।

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| সম্পূর্ণ ভিন্নমত | মোটামুটি ভিন্নমত | সামান্য ভিন্নমত | মতামত নেই | সামান্য সম্মত | মোটামুটি সম্মত | সম্পূর্ণ সম্মত |
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১৭। অন্য ছাত্ররা আমার চেয়ে ভাল ইংরেজী বলতে পারে বলে সর্বদা আমার মনে হয়।

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| সম্পূর্ণ ভিন্নমত | মোটামুটি ভিন্নমত | সামান্য ভিন্নমত | মতামত নেই | সামান্য সম্মত | মোটামুটি সম্মত | সম্পূর্ণ সম্মত |
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১৮। ইংরেজী ভাষা শেখা আমার জন্য গুরুত্বপূর্ণ কারণ ইহা আমাকে ইংরেজী সাহিত্য ও শিল্পকলা যথাযথভাবে উপলব্ধি করতে সাহায্য করবে।

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| সম্পূর্ণ ভিন্নমত | মোটামুটি ভিন্নমত | সামান্য ভিন্নমত | মতামত নেই | সামান্য সম্মত | মোটামুটি সম্মত | সম্পূর্ণ সম্মত |
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১৯। ইংরেজী অপেক্ষা বরং অন্য বিষয়ের উপর আমার বেশী সময় ব্যয় করা উচিত।

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| সম্পূর্ণ ভিন্নমত | মোটামুটি ভিন্নমত | সামান্য ভিন্নমত | মতামত নেই | সামান্য সম্মত | মোটামুটি সম্মত | সম্পূর্ণ সম্মত |
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২০। ক্লাসে ইংরেজী বলার সময় আমার ভয় ও সন্দেহ হয়।

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| সম্পূর্ণ ভিন্নমত | মোটামুটি ভিন্নমত | সামান্য ভিন্নমত | মতামত নেই | সামান্য সম্মত | মোটামুটি সম্মত | সম্পূর্ণ সম্মত |
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২১। অন্য ভাষায় সংবাদপত্র ও সাময়িক পত্রিকা (ম্যাগাজিন) পড়ার সাধ আমার মনে প্রায়ই জাগে।

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| সম্পূর্ণ ভিন্নমত | মোটামুটি ভিন্নমত | সামান্য ভিন্নমত | মতামত নেই | সামান্য সম্মত | মোটামুটি সম্মত | সম্পূর্ণ সম্মত |
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২২। ইংরেজী ভাষা শেখা আমার জন্য গুরুত্বপূর্ণ কারণ বিদেশী ভাষা জানলে অন্য লোকেরা আমাকে বেশী সম্মান করবে।

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| সম্পূর্ণ ভিন্নমত | মোটামুটি ভিন্নমত | সামান্য ভিন্নমত | মতামত নেই | সামান্য সম্মত | মোটামুটি সম্মত | সম্পূর্ণ সম্মত |
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২৩। আমার ইংরেজী পাঠ্যক্রমের সাথে জড়িত যে কোন কাজ কর্মে আমার পিতামাতা যথেষ্ট উৎসাহ দিয়ে থাকেন।

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| সম্পূর্ণ ভিন্নমত | মোটামুটি ভিন্নমত | সামান্য ভিন্নমত | মতামত নেই | সামান্য সম্মত | মোটামুটি সম্মত | সম্পূর্ণ সম্মত |
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২৪। ইংরেজী পাঠ সন্তুল কর্মসূচীর একটি গুরুত্বপূর্ণ অংশ।

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| সম্পূর্ণ ভিন্নমত | মোটামুটি ভিন্নমত | সামান্য ভিন্নমত | মতামত নেই | সামান্য সম্মত | মোটামুটি সম্মত | সম্পূর্ণ সম্মত |
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২৫। আমি ইংরেজী বলার সময় অন্যান্য ছাত্ররা আমাকে উপহাস করে বলে আমার সন্দেহ হয় ।

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| সম্পূর্ণ ভিন্নমত | মোটামুটি ভিন্নমত | সামান্য ভিন্নমত | মতামত নেই | সামান্য সম্মত | মোটামুটি সম্মত | সম্পূর্ণ সম্মত |
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২৬। ইংরেজী দেখা আমার জন্য গুরুত্বপূর্ণ কারণ ইহা সহজে আমাকে অন্য দেশী লোকজন ও তাদের সংস্কৃতি ভালভাবে বুঝতে সাহায্য করবে।

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| সম্পূর্ণ ভিন্নমত | মোটামুটি ভিন্নমত | সামান্য ভিন্নমত | মতামত নেই | সামান্য সম্মত | মোটামুটি সম্মত | সম্পূর্ণ সম্মত |
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২৭। আমার পিতামাতা ইংরেজী ভাষা শেখায় আমাকে যথাসাধ্য উৎসাহ দিয়ে থাকেন ।

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| সম্পূর্ণ ভিন্নমত | মোটামুটি ভিন্নমত | সামান্য ভিন্নমত | মতামত নেই | সামান্য সম্মত | মোটামুটি সম্মত | সম্পূর্ণ সম্মত |
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২৮। আমার ইচ্ছা হয় অকুন চ্যাপ করার পর যদি ইংরেজী না পড়ে পারতাম কারণ আমি ইংরেজী শিখতে আগ্রহী নই ।

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| সম্পূর্ণ ভিন্নমত | মোটামুটি ভিন্নমত | সামান্য ভিন্নমত | মতামত নেই | সামান্য সম্মত | মোটামুটি সম্মত | সম্পূর্ণ সম্মত |
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২৯। অকুন-চ্যাপের পর আমার চীনে ইংরেজী ভাষার প্রয়োজনীয়তা সম্বন্ধে আমার পিতামাতা গুরুত্ব আরোপ করেছেন ।

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| সম্পূর্ণ ভিন্নমত | মোটামুটি ভিন্নমত | সামান্য ভিন্নমত | মতামত নেই | সামান্য সম্মত | মোটামুটি সম্মত | সম্পূর্ণ সম্মত |
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৩০। সত্য সত্যই আমি অনেক বিদেশী ভাষা শিখতে পছন্দ করি ।

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| সম্পূর্ণ ভিন্নমত | মোটামুটি ভিন্নমত | সামান্য ভিন্নমত | মতামত নেই | সামান্য সম্মত | মোটামুটি সম্মত | সম্পূর্ণ সম্মত |
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৩১। আমি যত বেশী সম্ভব ইংরেজী ভাষার জন্য মনোহর করছি ।

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| সম্পূর্ণ ভিন্নমত | মোটামুটি ভিন্নমত | সামান্য ভিন্নমত | মতামত নেই | সামান্য সম্মত | মোটামুটি সম্মত | সম্পূর্ণ সম্মত |
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৩২। আমার পিতামাতা মনে করেন যে ইংরেজী শিখতে আমার সত্যিকারের সফলতা হওয়া উচিত ।

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| সম্পূর্ণ ভিন্নমত | মোটামুটি ভিন্নমত | সামান্য ভিন্নমত | মতামত নেই | সামান্য সম্মত | মোটামুটি সম্মত | সম্পূর্ণ সম্মত |
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৩৩। ইংরেজী শিখা সময়ের অপচয় মনে ।

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| সম্পূর্ণ ভিন্নমত | মোটামুটি ভিন্নমত | সামান্য ভিন্নমত | মতামত নেই | সামান্য সম্মত | মোটামুটি সম্মত | সম্পূর্ণ সম্মত |
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৩৪। স্কুলে প্রয়োজন না হলেও আমি বিদেশী ভাষা শিখতাম।

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| সম্পূর্ণ ভিন্নমত | মোটামুটি ভিন্নমত | সামান্য ভিন্নমত | মতামত নেই | সামান্য সম্মত | মোটামুটি সম্মত | সম্পূর্ণ সম্মত |
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৩৫। আমি মনে করি ইংরেজী শেখা একঘেয়েমীপূর্ণ কাজ।

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| সম্পূর্ণ ভিন্নমত | মোটামুটি ভিন্নমত | সামান্য ভিন্নমত | মতামত নেই | সামান্য সম্মত | মোটামুটি সম্মত | সম্পূর্ণ সম্মত |
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৩৬। আমার মনে হয় অন্য ভাষাভাষি লোকদের সাথে মিশতে ও তাদের কথাবার্তা শুনতে পারলে আমি আনন্দ উপভোগ করতাম।

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| সম্পূর্ণ ভিন্নমত | মোটামুটি ভিন্নমত | সামান্য ভিন্নমত | মতামত নেই | সামান্য সম্মত | মোটামুটি সম্মত | সম্পূর্ণ সম্মত |
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৩৭। ইংরেজী শিক্ষার ব্যাপারে কোন সমস্যার সম্মুখীন হলে আমার পিতামাতা আমার শিক্ষক/শিক্ষয়িত্রীর সাহায্য নেওয়ার জন্য আমাকে অনুপ্রেরণা দেন।

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| সম্পূর্ণ ভিন্নমত | মোটামুটি ভিন্নমত | সামান্য ভিন্নমত | মতামত নেই | সামান্য সম্মত | মোটামুটি সম্মত | সম্পূর্ণ সম্মত |
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৩৮। আমি ইংরেজী ভাষা শিখতে ভালবাসি।

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| সম্পূর্ণ ভিন্নমত | মোটামুটি ভিন্নমত | সামান্য ভিন্নমত | মতামত নেই | সামান্য সম্মত | মোটামুটি সম্মত | সম্পূর্ণ সম্মত |
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৩৯। বিদেশী ভাষা শিখা করা একটি অনন্যমূল্য অভিজ্ঞতা।

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| সম্পূর্ণ ভিন্নমত | মোটামুটি ভিন্নমত | সামান্য ভিন্নমত | মতামত নেই | সামান্য সম্মত | মোটামুটি সম্মত | সম্পূর্ণ সম্মত |
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ছাত্র-ছাত্রীদের জন্য প্রশ্নমালা : দ্বিতীয় ভাগ "ক প্রশ্ন"।

অনুগ্রহপূর্বক যে বিকল্প জবাবটি চেয়ার নিকট অধিকতর গ্রহণযোগ্য বলে মনে হয় তার

তার পাশে কুড়াকার চিহ্ন দিয়ে নিম্নলিখিত উক্তিগুলির জবাব দাও। যতটুকু সম্ভব সঠিক উত্তর দেওয়ার জন্য চোমাকে অনুরোধ করা হচ্ছে, যেহেতু এই গবেষণার স্বার্থকতা ইহার উপর নির্ভরশীল। মনে রাখবে প্রতিটি উক্তির জবাবে চোমাকে কেবলমাত্র একটি বিকল্প জবাবে কুড়াকার চিহ্ন দিতে হবে।

১। ইংরেজী ক্লাসে আমি যা শিখা গ্রহণ করি তা সক্রিয়ভাবে চিন্তা করি।

ক. বারংবার।

খ. কদাচিৎ।

গ. মাঝে মাঝে/সবদে সময়ে।

২। ইংরেজী লাসে আমি :

- ক. ইংরেজী ও বাংলার সংমিশ্রণে কথা বলা পছন্দ করি।
- খ. যথাসম্ভব বাংলায় কথা বলা পছন্দ করি।
- গ. খুঁখু ইংরেজীতে কথা বলা পছন্দ করি।

৩। সবুলে যদি ইংরেজী শিক্ষা না দেওয়া হতো তাহলে আমি :

- ক. দৈনন্দিন চটনাবলীর যেমন, ইংরেজী বই ও সংবাদপত্র পড়ে, সুযোগ পেলে ইংরেজীতে কথা বলে, ইত্যাদি মাধ্যমে ইংরেজী শেখার চেষ্টা করতাম।
- খ. ইংরেজী শেখার জন্য মাথা ঘামাতাম না।
- গ. অন্য বেখ ও ইংরেজী শেখার চেষ্টা করতাম।

৪। ইংরেজী পাঠ করার কাছে :

- ক. অসহ্য চিত্তাকর্ষক/আকর্ষণীয় নয়।
- খ. অন্যান্য বেশীর ভাগ বিষয়ের চেয়ে আকর্ষণীয় নয়।
- গ. খুবই চিত্তাকর্ষক/আকর্ষণীয়।

৫। যদি সহানুভূতি যেন ইংরেজী টি.ভি. স্টেশন থাকতো তাহলে আমি :

- ক. কখনো দেখা দেন না।
- খ. মাঝে মাঝে দেখতাম।
- গ. প্রায়ই দেখার চেষ্টা করতাম।

৬। আমার পাঠ্যক্রমের অন্যান্য বিষয়ের তুলনায় :

- ক. আমি ইংরেজী বেশী পছন্দ করি।
- খ. আমি ইংরেজী মোটামুটি পছন্দ করি।
- গ. অন্যান্য বেশীর ভাগ বিষয়ের চেয়ে ইংরেজী কম পছন্দ করি।

৭। রেডিওতে কোন ইংরেজী গান বাজলে, আমি :

- ক. দৈনন্দিন সংগীত শ্রুতি ও সহজ শব্দগুলোর প্রতি মনোযোগ দেই।
- খ. মনোযোগ সহকারে শ্রুতি ও সব শব্দগুলো বোঝার চেষ্টা করি।
- গ. টেশন পরিবর্তন করি।

৮। আমার সবুলে যদি কোন ইংরেজী লাইব্রেরি থাকতো তবে আমি :

- ক. সময়ে সময়ে এর সভায় যোগ দিতাম।
- খ. লাইব্রেরি দেখা দেওয়ায় আনন্দ পেতাম।
- গ. চিত্তাকর্ষক/আকর্ষণীয়।

- ৯। ইংরেজী শেখার ব্যাপারে আমি সচতার সাথে বলতে পারি যে আমি :
- ক. পাশ করার জন্য যথেষ্ট পরিশ্রম করি।
 - খ. ভাগ্য ও বুদ্ধিমত্তার জোরে পাশ করবো।
 - গ. সচিবাই ইংরেজী শেখার জন্য চেষ্টা করি।
- ১০। ইংরেজী নেওয়া না না নেওয়া যদি আমার ইচ্ছার উপর নির্ভর করতো তবে আমি :
- ক. অবশ্যই নিচাম।
 - খ. বাদ দিতাম।
 - গ. নিচাম কি না নিচাম জানিনা।
- ১১। ইংরেজী বাড়ীর কাজের কথা টিনা করলে, আমার মনে হয় :
- ক. আমি কিছুটা চেষ্টা করি, তবে যতটুকু করতে পারি ততটুকু করি না।
 - খ. আমি সব কিছু বুঝি সেটা নিশ্চিত করার জন্য সচর্কতার সাথে কাজ করি।
 - গ. আমি শুধু চোখ বুলিয়ে ঘাই।
- ১২। যদি সুযোগ থাকতো এবং আমি ভাল ইংরেজী জানতাম, তবে আমি টি.ভি.র ইংরেজী অনুষ্ঠান দেখতাম :
- ক. মাঝে মাঝে।
 - খ. যতবার সম্ভব ততবার।
 - গ. কখনো না।
- ১৩। ইংরেজী ক্লাসে আমি :
- ক. যতবেশী সম্ভব প্রশ্নের সূচঃশ্ফূর্ত উত্তর দেবার চেষ্টা করি।
 - খ. শুধুমাত্র সহজ প্রশ্নের উত্তর দেই।
 - গ. কখনো কিছু বলি না।
- ১৪। যদি আমার পাড়াঘর হোন ইংরেজী ভাষাভাষি পরিবার থাকতো তবে আমি :
- ক. কখনো তাদের সাথে ইংরেজীতে কথা বলতাম না।
 - খ. তাদের সাথে মাঝে মাঝে ইংরেজীতে কথা বলতাম।
 - গ. তাদের সাথে যতদূর সম্ভব ইংরেজীতে কথা বলতাম।
- ১৫। ইংরেজী কাজ ফেরত পাওয়ার পর আমি :
- ক. আমার ভুলগুলো শূদধ করে সব সবটুকু সেগুলো পুনরায় লিখি।
 - খ. শুধু ডেস্কের রেখে দেই এবং সেগুলো ভুলে ঘাই।
 - গ. কোন রকম দেখে ঘাই, কিন্তু ভুল শূদধ করার চেষ্টা করি না।

১৬। যদি আমি ভাল ইংরেজী জানতাম এবং আমার সুযোগ থাকতো তবে আমি ইংরেজী সংবাদপত্র ও সাময়িক পত্রিকা(ম্যাগাজিন) পড়তাম :

ক. যতবার সম্ভব ততবার ।

খ. কখনো না ।

গ. খুব বেশী সময় না ।

১৭। আমার শিক্ষক যদি কাউকে দিয়ে অতিরিক্ত কোন কাজ করতে চাইতেন তবে আমি :

ক. স্বেচ্ছায় তা করতাম না ।

খ. স্বেচ্ছায় করতাম ।

গ. করতাম যদি শিক্ষক/শিক্ষয়িত্রী সরাসরি আমাকে করতে বলতেন ।

১৮। যদি আমার ইংরেজী নাটক দেখার সুযোগ থাকতো তবে আমি :

ক. যেতাম যদি কোন কিছু করার না থাকতো ।

খ. নিশ্চিত যেতাম ।

গ. যেতাম না ।

১৯। ইংরেজী পড়ার সময় আমার কোন কিছু বুঝতে অসুবিধা হলে আমি :

ক. অবিলম্বে শিক্ষকের সাহায্য চাই ।

খ. কেবলমাত্র পরীক্ষার পূর্বে সাহায্য চাই ।

গ. এ ব্যাপারে ভুলে যাই ।

২০। স্কুলের বাইরে যদি আমার ইংরেজী বলার সুযোগ থাকতো তবে আমি :

ক. কখনো ইংরেজী বলতাম না ।

খ. অধিকাংশ সময় ইংরেজী বলতাম এবং কেবলমাত্র নিতানু প্রযোজনের খাতিরে বাংলা বলতাম ।

গ. মাঝে মাঝে ইংরেজী বলতাম এবং যখন সম্ভব বাংলা বলার চেষ্টা করতাম ।

ছাত্র-মাত্রীদের জন্য প্রশ্নমালা : দ্বিতীয় ভাগ "খ" গ্রন্থ

প্রশ্নমালার এই অংশে তুমি সম্ভাব্য চারটি উত্তরসহ একটি উত্তর পাবে। অনুগ্রহ পূর্বক উত্তরটি পড়ে বিকল্প জবাবগুলি "১" থেকে "৪" অক্ষরানুযায়ী যেভাবে তোমার বেলায় প্রযোজ্য সেভাবে দেখাও। অনুগ্রহ পূর্ব যে জবাবটি তোমার কাছে বেশী গ্রহণযোগ্য বলে মনে হয় তার বাম পাশে "১", এর পরবর্তী যেটা গ্রহণযোগ্য বলে মনে হবে তার পাশে "২" নম্বর দিবে এবং এভাবে অক্ষরানুসারে নম্বর দিবে।

এমনও হতো পারে যে তোমার কিছু যুক্তি আছে যা বিকল জবাবগুলোর ভিতরে দেওয়া নাই। তোমার ব্যক্তিগত যুক্তি প্রদর্শনের জন্য "ঙ" অংশ খালি রাখা হয়েছে। তুমি যদি মনে কর তোমার যুক্তি দেবার সময় "ঙ" অংশের খালি জায়গায় অসম্মানসারে দেওয়া প্রয়োজন তবে তুমি অবশ্যই "১" থেকে "৫" পর্যন্ত অসম্মানসারে দেবে।

১। আমি ইংরেজী পড়ছি কারণ :

ক. ইহা একটি বাধ্যতামূলক পাঠ্যক্রম/পাঠ্যবিষয়।

খ. ইহা আমাকে অনেক ও বিভিন্ন ধরনের লোকদের সাথে মেলামেশা করতে সাহায্য করবে।

গ. আমি মনে করি ইহা আমাকে ইংরেজী ভাষাভাষি লোকজন এবং তাদের জীবনযাত্রা প্রণালী ভালভাবে বুঝতে সাহায্য করবে।

ঘ. আমি মনে করি ইহা একদিন আমাকে উন্নততর পেশা পেতে সাহায্য করবে।

ঙ. যদি অন্য কোন ব্যক্তিগত যুক্তি থাকে (অনুগ্রহ পূর্বক বিস্তারিত ব্যাখ্যা কর) :

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ছাত্র-ছাত্রীদের জন্য প্রশ্নমালা : চতুর্থ ভাগ

প্রশ্নমালার এ অংশের উদ্দেশ্য হলো তোমার ইংরেজী পাঠ্যক্রম ও তোমার ইংরেজী শিক্ষক/শিক্ষিাত্রী সম্বন্ধে তোমার সঠিক ধারণা নির্ধারণ করা। এ অংশের জবাবে কতগুলো স্কেলের (মাপনী/মাপকাঠি) উপর ভিত্তি করে তোমার এ ধারণাগুলোর মূল্যায়ন করতে হবে। স্কেল বরাবর টিক চিহ্ন (✓) দিয়ে তোমার ইংরেজী শিক্ষক/শিক্ষিাত্রী এবং ইংরেজী পাঠ্যক্রম সম্বন্ধে তোমার ধারণা নির্দেশ করো : অসম্মানসার প্রতীতি স্কেলে তোমাকে মূল্যায়ন করতে হবে। উদাহরণ স্বরূপ তুমি যদি মনে কর তোমার ইংরেজী শিক্ষক/শিক্ষিাত্রী "খুবই আকর্ষণীয়/পছন্দনীয়" এখন শূন্যস্থানে টিক চিহ্ন (✓) দাও এবং অনুসঙ্গভাবে বাকীগুলোরও জবাব দিতে হবে।

| | | | | | | |
|------|----------|---------|-----------|---------|----------|------|
| বুঝই | মোটামুটি | সাবান্য | বচসিত বোই | সাবান্য | মোটামুটি | বুঝই |
|------|----------|---------|-----------|---------|----------|------|

বিরক্তিস্বর ।
 অযোগ্য ।
 অবনুভাবাপন্ন ।
 সন্ধে হপ্রবণ ।
 অবিদ্যুৎ ।
 একঘেয়ে/বীরস ।
 জালহালহালনযোগ্য নয় ।
 অক্ষয় ।
 অনাকর্ষণীয় ।
 অস্থির/অধৈর্য ।
 মন্দ ।
 অসংগঠিত/অসংবদ্ধ ।
 অনির্ভরযোগ্য ।
 উদাসীন ।
 অদৃষ্ট ।
 কলনামাশঙ্কিত ।
 মেধাহীন ।
 সহানুভূতিহীন ।
 অমিশ্র ।
 বিরানন্দ/বিরস ।
 অশোভন/একঘেয়ে ।
 জনস/শ্রমবিমুখ ।
 সন্দেহহীন/বিরানন্দ ।
 অসংবেদী/চেতনহীন ।
 আনন্দিকচাবিহীন ।

ছাত্র-ছাত্রীদের জন্য প্রথমালো : দ্বিতীয় ভাগ "খ" গ্রন্থ

আমার ইংরেজী পাঠ্যক্রম/পাঠ্য বিষয়

| | | কিঃ | মোটামুটি | সামান্য | মতামত নেই | সামান্য | মোটামুটি | কিঃ | |
|-----|-------------------------------|-----|----------|---------|-----------|---------|----------|-----|----------------------------|
| ১। | অর্থপূর্ণ | | | | | | | | অর্থহীন/নিরর্থক । |
| ২। | উপভোগ্য | | | | | | | | উপভোগ্য নয় । |
| ৩। | মনোযোগ আকর্ষক | | | | | | | | একঘেয়েমীপূর্ণ । |
| ৪। | সহজ পাঠযোগ্য | | | | | | | | কঠিন । |
| ৫। | সুন্দরভাবে উপস্থাপিত | | | | | | | | সুন্দরভাবে উপস্থাপিত নয় । |
| ৬। | কৌতুহল উদ্দীপক / আকর্ষণীয় | | | | | | | | বিরক্তিকর । |
| ৭। | তব | | | | | | | | মন । |
| ৮। | সরল | | | | | | | | দুর্বোধ্য/জটিল । |
| ৯। | গ্রহণযোগ্য | | | | | | | | গ্রহণযোগ্য নয় । |
| ১০। | মননুগমকর/ আকর্ষণীয় | | | | | | | | বীরস । |
| ১১। | কাজ উপযোগী | | | | | | | | কাজ উপযোগী নয় । |
| ১২। | প্রয়োজনীয়/অবশ্যক | | | | | | | | অবশ্যক/অপ্রয়োজনীয় । |
| ১৩। | মনোযোগ আকর্ষক | | | | | | | | মনোযোগ আকর্ষণে অক্ষম । |
| ১৪। | কার্যকর/উপযোগী/ কোমল | | | | | | | | অকোমল । |
| ১৫। | অজ্ঞানোধ্য | | | | | | | | কঠিন/জটিল । |
| ১৬। | অনাবশ্যক/ | | | | | | | | অকোমল । |
| ১৭। | অপ্রয়োজনীয় | | | | | | | | শিক্ষণীয় নয় । |
| ১৮। | ফলপ্রসূ | | | | | | | | ফলপ্রসূ নয় । |
| ১৯। | সহজ | | | | | | | | দুঃসাধ্য/শক্ত । |
| ২০। | সমুচিত হওয়ার মত | | | | | | | | সমুচিত হওয়ার মত নয় । |
| ২১। | গুরুত্বপূর্ণ | | | | | | | | গুরুত্বপূর্ণ নয় । |
| ২২। | প্রীতিকর | | | | | | | | অপ্রীতিকর । |
| ২৩। | রোমাঞ্চকর/ উত্তেজকপূর্ণ | | | | | | | | একঘেয়ে । |
| ২৪। | অর্থহীন/নিরর্থক | | | | | | | | বিভ্রান্তিকর । |
| ২৫। | বৈচিত্র্যপূর্ণ | | | | | | | | বৈচিত্র্যহীন । |

ছাত্র-ছাত্রীদের জন্য প্রথমালো : "চ" ভাগ "অ" গ্রন্থ

- ১। তোমার জীবনক বন্ধু বিশ্বাস করে যে যেহেতু বাংলা আমদের মাতৃভাষা
সেহেতু আমদের ইংরেজী শেখার দরকার নেই । তার প্রত্যুত্তরে তুমি উত্তর দি

Appendix I

Bengali Version of the Attitude/Motivation Questionnaire for Parents

পিতা বা অভিভাবকের জন্য চিঠি

সুধী,

বাংলাদেশের মাধ্যমিক স্কুলসমূহে ইংরেজী শিক্ষাদান ও অধ্যয়ন সম্পর্কে আমরা একটি গবেষণা প্রকল্প পরিচালনা করছি। যে কোন শিক্ষা কর্মসূচী পরিকল্পনা ও মূল্যায়নে পিতামাতার অভিমত গুরুত্বপূর্ণ বলে আমরা ছাত্রছাত্রীদের ইংরেজী ভাষায় পারদর্শিতার সহিত জড়িত কচগুলো বিষয় সম্বন্ধে আপনার মতামত জানতে চাই।

আমাদের জানামতে দ্বিচ'য়/বিদেশী ভাষা শিক্ষা কর্মসূচী সম্বন্ধে পিতামাতার মনোভাব সম্পর্কে পদধটিগত কোন সমীক্ষা/গবেষণা এ দেশে এখনও করা হয় নাই। অতএব আপনি আমাদেরকে নিম্নলিখিত তথ্যাবলী দিতে পারলে আমরা খুবই কৃতজ্ঞ থাকব। আপনার সন্তানের জন্য ইংরেজী শেখার গুরুত্ব সম্পর্কে জড়িত সংশ্লিষ্ট প্রশ্নমালা পূরণ করে দিলে আমরা বিশেষভাবে কৃতার্থ হবো। সহজে ও চাড়াচাড়ি ঘাচে উত্তর দেওয়া যায় সেভাবেই প্রশ্নমালা চৈরী করা হয়েছে। সাধারণতঃ যে বিকল্প জবাবটি আপনার অভিমত ভালভাবে প্রকাশ করছে তার চারপাশে বুড়াকার (O) চিহ্ন দিয়ে আপনি প্রশ্নমালার জবাব দিবেন। আপনার ব্যস্ততা সত্ত্বেও অনুগ্রহপূর্বক এই প্রশ্নমালা পূরণ করে আপনার সন্তানের মাধ্যমে সংযুক্ত খামে তার কলেজ বা স্কুলের অধ্যক্ষ/অধ্যক্ষা/প্রধান শিক্ষক/প্রধান শিক্ষয়িত্রীর কাছে পাঠালে তাঁর কাছ থেকে গবেষক নিজে সংগ্রহ করে নিতে পারবেন। আমরা আশ্বাস দিচ্ছি আপনার দেওয়া তথ্যাবলী সম্পূর্ণরূপে গোপন রাখা হবে। এটা নিশ্চিত করার জন্য আমরা প্রতিটি বালক/বালিকার সাক্ষ্যাত্বের জন্য একটি সাংকেতিক নম্বর দেওয়ার পদধটি প্রবর্তন করেছি। প্রারম্ভিক সাংকেতিক নম্বর দেওয়ার ফলে তথ্যাবলী আপনার বা আপনার সন্তানের অনুসরণসাধ্য হবে না। আপনার সন্তানের সাংকেতিক নম্বর সংশ্লিষ্ট প্রশ্নমালার উপরে লেখা আছে। এই গবেষণায় অংশগ্রহণকারী পিতামাতা এবং সন্তানদের প্রদত্ত তথ্যাবলীর পারস্পরিক সম্মুখ নির্ধারণের জন্য এটা প্রয়োজন। সংকেত নম্বর শুধুমাত্র গবেষকেরই জানা থাকবে। যিনি সম্পূর্ণ তথ্যাবলী সংগ্রহের পরে সংকেত নম্বরগুলি নষ্ট করে ফেলবেন। যার ফলে সংকেত নম্বর এবং ব্যক্তিগত নামের সাথে কোন সম্পর্ক থাকবে না। প্রশ্নমালার জবাবের সামঞ্জস্য বজায় রাখার জন্য আমরা খুবই কৃতার্থ হব। যদি সন্তানের পিতা নিজের ব্যক্তিগত অভিমত প্রকাশ করে প্রশ্নমালার জবাব দেন। তবে যদি বাস্তব অবস্থা বাধ্য করে যেমন বাবা জীবিত না থাকেন বা যদি বিদেশে থাকেন) চাহলে মা বা আইনানুগ অভিভাবক এ প্রশ্নমালার জবাব দিতে পারেন। যদি পিতা বা আইনানুগ অভিভাবক অশিক্ষিত হন তবে তিনি তাঁর সন্তান/প্রতিপাল্যের সহায়তায় এ প্রশ্নমালা পূরণ করতে পারেন। কিন্তু পিতা বা আইনানুগ অভিভাবক অবশ্যই তার ব্যক্তিগত মতামত প্রকাশ করবেন।

অনুগ্রহ পূর্বক আপনার সুযোগমত ঘট চাড়াচাড়া সম্ভব সংযুক্ত খামে আপনার পূরণ করা
প্রশ্নমালা ফেরত দিন । এই গবেষণা প্রকল্পে অংশগ্রহণের জন্য আপনাকে আমরা অশেষ ধন্যবাদ
জ্ঞাপন করছি ।

আপনার অকৃত্রিম অনুরজা,

স্বাক্ষর/- স. ম. ফজলুল হক
গবেষক

স্বাক্ষর/- পিটার গ্রান্ডি
গণযোগ্য তত্ত্বাবধায়ক
ইংরেজী বিভাগ
ডারহাম বিশ্ববিদ্যালয়,
যুক্তরাজ্য ।

পিচা বা অতিভাবকের জন্য প্রশ্নমালা

আপনার সমস্ত জবাব সম্পূর্ণরূপে গোপন রাখা হবে এবং কাহারো অনুসরণসাহ্য হবে না ।
কোন বিশেষ উত্তির জবাব আপনি দিতে না চাইলে না দিয়েও পারেন । যাহা হউক আপনার
উপলব্ধি করা উচিত যে আপনি যতবেশী উত্তির জবাব না দেবেন আপনার প্রশ্নমালার গুরুত্ব তত
কমে যাবে । সুতরাং ব্যক্তিগত কারণে কোন প্রশ্নের জবাব বাদ দিতে না হলে সকল প্রশ্নের জবাব
দেওয়ার জন্য আমরা আপনাকে অনুরোধ করছি । অনুগ্রহ পূর্বক যতদূর সম্ভব খোলাখুলি জবাব
দিন ।

সাধারণ তথ্যাবলী

বয়স : মাতৃভাষা : শিক্ষাগত যোগ্যতা :

পেশা : অনুগ্রহপূর্বক সুনির্দিষ্ট করে ব্যাখ্যা করুন, যেমন চাকুরীজীবী হলে আপনার পদমর্যাদা
লিখবেন । যদি ব্যবসায়ী হন তাহলে কি ধরনের ব্যবসাকরেন :
.....

উপরে উল্লিখিত তথ্যাবলী পূরণ করার পর নিম্নলিখিত প্রশ্নমালা পূরণ করতে পারেন ।

প্রশ্নমালা প্রথম ভাগ

এখন আপনি কতকগুলি উত্তির পড়তে যাচ্ছেন যার সাথে কিছু লোক একমত এবং কিছু
লোক ভিন্নমত পোষণ করেন । কোন তুল বা শূন্য জবাব নেই যেহেতু অনেক লোক বিভিন্ন মত
পোষণ করেন । অনুগ্রহ পূর্বক প্রতিটি উত্তির নীচে লিখিত বিকল্প জবাবগুলোর মধ্যে যেটি আপনার
সম্মতি বা অসম্মতি সবচেয়ে বেশী নির্দেশ করে তার চারপার্শ্বে কৃতাকার চিহ্ন দিয়ে আপনার মতামত
প্রকাশ করুন ।

উদাহরণস্বরূপ প্রদত্ত উক্তিটি পড়ার পর যে বিকল্প জবাবটি আপনার মতামত ভিত্তিতে প্রকাশ করে তার চারপাশে রঙাকার চিহ্ন দিন ।

উদাহরণ : নীল রং আমার প্রিয় রং ।

| সম্পূর্ণ ভিন্নমত | মোটামুটি ভিন্নমত | সামান্য ভিন্নমত | মতামত নেই | সামান্য সম্মত | মোটামুটি সম্মত | সম্পূর্ণ সম্মত |
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এই প্রশ্নের জবাবে আপনি যে কোন একটি বিকল্প জবাবের চারদিকে রঙাকার চিহ্ন দিয়ে থাকবেন । কেহ কেহ হয়তো "সম্পূর্ণ ভিন্নমত" ^{এর} চারপাশে চিহ্ন দিয়ে থাকবেন, অন্যরা হয়তো "সম্পূর্ণ সম্মত" এর চারপাশে রঙাকার চিহ্ন দিয়ে থাকবেন এবং আবার অন্যরা হয়তো দুই চুড়ানু বিকল্পের মাঝামাঝি কোন বিকল্প জবাবের চারপাশে রঙাকার চিহ্ন দিয়ে থাকবেন ।

আপনি যতটুকু জানেন ও শুনছেন তার উপর ভিত্তি করে যে বিকল্প জবাবটিতে রঙাকার চিহ্ন দিয়েছেন তা আপনার মনোভাব প্রকাশ করছে । মনে রাখবেন কোন ভুল বা শূন্য জবাব নেই । আপনার ব্যক্তিগত মতামত প্রকাশ করাই হলো সবচেয়ে গুরুত্বপূর্ণ ।

১। আমার সন্ধানকে ইংরেজী পাঠে/শিখতে সম্পূর্ণ উৎসাহ দিয়ে থাকি ।

| সম্পূর্ণ ভিন্নমত | মোটামুটি ভিন্নমত | সামান্য ভিন্নমত | মতামত নেই | সামান্য সম্মত | মোটামুটি সম্মত | সম্পূর্ণ সম্মত |
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২। ইংরেজী ভাষা শেখা সচিবাই ভাল ।

| সম্পূর্ণ ভিন্নমত | মোটামুটি ভিন্নমত | সামান্য ভিন্নমত | মতামত নেই | সামান্য সম্মত | মোটামুটি সম্মত | সম্পূর্ণ সম্মত |
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৩। আমার সন্ধানের জন্য ইংরেজী ভাষা শেখা প্রয়োজন কারণ ইহা তাকে একদিন ভাল চাকুরি পেতে সাহায্য করবে ।

| সম্পূর্ণ ভিন্নমত | মোটামুটি ভিন্নমত | সামান্য ভিন্নমত | মতামত নেই | সামান্য সম্মত | মোটামুটি সম্মত | সম্পূর্ণ সম্মত |
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৪। আমি যদি বিদেশ ভ্রমণ করতাম তাহলে আমি সেই দেশের জনগণের ভাষায় কথা বলতে চেষ্টা করতাম ।

| সম্পূর্ণ ভিন্নমত | মোটামুটি ভিন্নমত | সামান্য ভিন্নমত | মতামত নেই | সামান্য সম্মত | মোটামুটি সম্মত | সম্পূর্ণ সম্মত |
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৫। আমার সন্ধানের জন্য ইংরেজী পড়া গুরুত্বপূর্ণ কারণ ইহা তাকে অনেক ও বিচিত্র ধরনের লোকজনের সাথে মেলামেশা করতে সাহায্য করবে ।

| সম্পূর্ণ ভিন্নমত | মোটামুটি ভিন্নমত | সামান্য ভিন্নমত | মতামত নেই | সামান্য সম্মত | মোটামুটি সম্মত | সম্পূর্ণ সম্মত |
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৬। আমার সন্মানের ইংরেজী পাঠ্যক্রমের সাথে জড়িত কাজ কর্তে আমি যথেষ্ট উৎসাহ দিয়ে থাকি।

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| সম্পূর্ণ ভিন্নমত | মোটামুটি ভিন্নমত | সামান্য ভিন্নমত | মতামত নেই | সামান্য সম্মত | মোটামুটি সম্মত | সম্পূর্ণ সম্মত |
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৭। আমার গণে হয় ইংরেজী শেখা একঘেয়েমীপূর্ণ।

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|---------------------|---------------------|--------------------|--------------|------------------|-------------------|-------------------|
| সম্পূর্ণ ভিন্নমত | মোটামুটি ভিন্নমত | সামান্য ভিন্নমত | মতামত নেই | সামান্য সম্মত | মোটামুটি সম্মত | সম্পূর্ণ সম্মত |
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৮। আমার সন্মানের জন্য ইংরেজী শেখা/পড়া গুরুত্বপূর্ণ কারণ ইহা তাকে অধিকতর জ্ঞানী ব্যক্তিত্বত পরিণত করবে।

| | | | | | | |
|---------------------|---------------------|--------------------|--------------|------------------|-------------------|-------------------|
| সম্পূর্ণ ভিন্নমত | মোটামুটি ভিন্নমত | সামান্য ভিন্নমত | মতামত নেই | সামান্য সম্মত | মোটামুটি সম্মত | সম্পূর্ণ সম্মত |
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৯। অন্য ভাষাতাষি লোকজনের সাথে মিলে মিশে ও তাদের কথাবার্তা শুনে আমি আনন্দ পাই।

| | | | | | | |
|---------------------|---------------------|--------------------|--------------|------------------|-------------------|-------------------|
| সম্পূর্ণ ভিন্নমত | মোটামুটি ভিন্নমত | সামান্য ভিন্নমত | মতামত নেই | সামান্য সম্মত | মোটামুটি সম্মত | সম্পূর্ণ সম্মত |
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১০। আমি ইংরেজী শেখায় সঠিকই আনন্দ অনুভব করি।

| | | | | | | |
|---------------------|---------------------|--------------------|--------------|------------------|-------------------|-------------------|
| সম্পূর্ণ ভিন্নমত | মোটামুটি ভিন্নমত | সামান্য ভিন্নমত | মতামত নেই | সামান্য সম্মত | মোটামুটি সম্মত | সম্পূর্ণ সম্মত |
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১১। আমার সন্মানের জন্য ইংরেজী শেখা গুরুত্বপূর্ণ কারণ ইহা তার ভবিষ্যৎ কর্মজীবনে প্রয়োজ্য হতে পারে।

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|---------------------|---------------------|--------------------|--------------|------------------|-------------------|-------------------|
| সম্পূর্ণ ভিন্নমত | মোটামুটি ভিন্নমত | সামান্য ভিন্নমত | মতামত নেই | সামান্য সম্মত | মোটামুটি সম্মত | সম্পূর্ণ সম্মত |
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১২। আমার সন্মানকে ইংরেজী শেখার ব্যাপারে আমি সাহায্য করার চেষ্টা করি।

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|---------------------|---------------------|--------------------|--------------|------------------|-------------------|-------------------|
| সম্পূর্ণ ভিন্নমত | মোটামুটি ভিন্নমত | সামান্য ভিন্নমত | মতামত নেই | সামান্য সম্মত | মোটামুটি সম্মত | সম্পূর্ণ সম্মত |
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১৩। আমার সন্মানের জন্য ইংরেজী পড়া/শেখা গুরুত্বপূর্ণ কারণ ইহা তাকে ইংরেজী সাহিত্য ও শিল্পকলা বুঝতে সাহায্য করবে।

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|---------------------|---------------------|--------------------|--------------|------------------|-------------------|-------------------|
| সম্পূর্ণ ভিন্নমত | মোটামুটি ভিন্নমত | সামান্য ভিন্নমত | মতামত নেই | সামান্য সম্মত | মোটামুটি সম্মত | সম্পূর্ণ সম্মত |
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১৪। ইংরেজী শেখা শব্দের অপচয় মাত্র।

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| সম্পূর্ণ ভিন্নমত | মোটামুটি ভিন্নমত | সামান্য ভিন্নমত | মতামত নেই | সামান্য সম্মত | মোটামুটি সম্মত | সম্পূর্ণ সম্মত |
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১০। ইংরেজী শেখার ব্যাপারে আমার সবুজের অধিকতর সমৃদ্ধি করা উচিত বলে আমার মনে হয়।

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|---------------------|---------------------|--------------------|--------------|------------------|-------------------|-------------------|
| সম্পূর্ণ ভিত্তিক | মোটামুটি ভিত্তিক | সামান্য ভিত্তিক | মতামত নেই | সামান্য সম্মত | মোটামুটি সম্মত | সম্পূর্ণ সম্মত |
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১১। বিদেশী ভাষা শেখা একটি আনন্দদায়ক/উপভোগ্য অভিজ্ঞতা।

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|---------------------|---------------------|--------------------|--------------|------------------|-------------------|-------------------|
| সম্পূর্ণ ভিত্তিক | মোটামুটি ভিত্তিক | সামান্য ভিত্তিক | মতামত নেই | সামান্য সম্মত | মোটামুটি সম্মত | সম্পূর্ণ সম্মত |
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১২। আমি ইংরেজী শিখতে পছন্দ করি।

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|---------------------|---------------------|--------------------|--------------|------------------|-------------------|-------------------|
| সম্পূর্ণ ভিত্তিক | মোটামুটি ভিত্তিক | সামান্য ভিত্তিক | মতামত নেই | সামান্য সম্মত | মোটামুটি সম্মত | সম্পূর্ণ সম্মত |
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১৩। আমার সবুজের জন্য ইংরেজী শেখা অত্যন্ত প্রয়োজন কারণ একটি বিদেশী ভাষা জানলে অন্য লোকেরা তাকে বেশী সম্মান করবে।

| | | | | | | |
|---------------------|---------------------|--------------------|--------------|------------------|-------------------|-------------------|
| সম্পূর্ণ ভিত্তিক | মোটামুটি ভিত্তিক | সামান্য ভিত্তিক | মতামত নেই | সামান্য সম্মত | মোটামুটি সম্মত | সম্পূর্ণ সম্মত |
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১৪। ইংরেজী শেখার ব্যাপারে কোন সমস্যার সম্মুখীন হলে আমি আমার সবুজকে তার শিকড়/শিকড়িয়ার সাহায্য নেওয়ার জন্য অনুপ্রেরণা দিয়ে থাকি।

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|---------------------|---------------------|--------------------|--------------|------------------|-------------------|-------------------|
| সম্পূর্ণ ভিত্তিক | মোটামুটি ভিত্তিক | সামান্য ভিত্তিক | মতামত নেই | সামান্য সম্মত | মোটামুটি সম্মত | সম্পূর্ণ সম্মত |
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১৫। আমার সবুজের জন্য ইংরেজী শেখা গুরুত্বপূর্ণ কারণ ইহা তাকে ইংরেজী ভাষাভাষি লোকদের সাথে সহজে যোগাযোগ করতে সাহায্য করবে।

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|---------------------|---------------------|--------------------|--------------|------------------|-------------------|-------------------|
| সম্পূর্ণ ভিত্তিক | মোটামুটি ভিত্তিক | সামান্য ভিত্তিক | মতামত নেই | সামান্য সম্মত | মোটামুটি সম্মত | সম্পূর্ণ সম্মত |
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১৬। আমি ইংরেজী ভাষাকে চুনি করি।

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| সম্পূর্ণ ভিত্তিক | মোটামুটি ভিত্তিক | সামান্য ভিত্তিক | মতামত নেই | সামান্য সম্মত | মোটামুটি সম্মত | সম্পূর্ণ সম্মত |
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১৭। আমি বিদেশী সাহিত্য অনুবাদের ক্ষেত্রে বরং দুই ভাষা পড়তে চাই।

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|---------------------|---------------------|--------------------|--------------|------------------|-------------------|-------------------|
| সম্পূর্ণ ভিত্তিক | মোটামুটি ভিত্তিক | সামান্য ভিত্তিক | মতামত নেই | সামান্য সম্মত | মোটামুটি সম্মত | সম্পূর্ণ সম্মত |
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২০। আমার সন্ধানের জন্য ইংরেজী শেখ প্রয়োজন কারণ ইংরেজী শিখলে সে অন্য দেশী
(লোকজন ও তাদের সংস্কৃতি ভালভাবে বুঝতে পারবে।

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| সম্পূর্ণ ভিন্নমত | মোটামুটি ভিন্নমত | সামান্য ভিন্নমত | মতামত নেই | সামান্য সম্মত | মোটামুটি সম্মত | সম্পূর্ণ সম্মত |
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২৪। আমার সুযোগ থাকলে আমি ইংরেজী শিখতাম।

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|---------------------|---------------------|--------------------|--------------|------------------|-------------------|-------------------|
| সম্পূর্ণ ভিন্নমত | মোটামুটি ভিন্নমত | সামান্য ভিন্নমত | মতামত নেই | সামান্য সম্মত | মোটামুটি সম্মত | সম্পূর্ণ সম্মত |
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প্রশ্নমালা : দ্বিতীয় ভাগ "ক" গ্রুপ"

অনুগ্রহ পূর্বক প্রতিটি উত্তরের নীচের দেওয়া বিকল্প জবাবগুলোর মধ্যে যেটি আপনার
বেলায় সবচেয়ে বেশী প্রযোজ্য বলে মনে হয় তার চারপাশে বৃত্তাকার চিহ্ন দিয়ে এ প্রশ্নমালার
জবাব দিন। আপনাকে যতটুকু সম্ভব যথার্থ/সঠিক জবাব দেওয়ার জন্য অনুরোধ করা হচ্ছে যেহেতু
এই অনুসন্ধানের/গবেষণার সার্থকতা/সফলতা এর উপর নির্ভরশীল।

১। আমি আমার সন্ধানের সাথে বসে টি.ভির ইংরেজী অনুষ্ঠান দেখি।

- ক. কখনো না।
খ. কখনো কখনো/কিছু।
গ. প্রায়ই।

২। যদি সুযোগ থাকতো এবং আমি ভাল ইংরেজী জানতাম তাহলে আমি ইংরেজী
সংবাদপত্র ও সাময়িক পত্রিকা(ম্যাগাজিন)পড়তাম।

- ক. কখনো না।
খ. কদাচিৎ।
গ. প্রায়ই।

৩। আমি আমার সন্ধানকে বাংলা শব্দসমূহের ইংরেজী অনুবাদ ভিজ্ঞাসা করে থাকি।

- ক. কখনো না।
খ. কদাচিৎ।
গ. প্রায়ই।

৪। ইংরেজী নাটক দেখার সুযোগ থাকলে আমি।

- ক. যেতাম না।
খ. অন্য ভাল কিছু করার না থাকলে যেতাম।
গ. নিশ্চিত যেতাম।

- ৫। আমার পরিবারের জন্য যে সমস্ত বই ও পত্রপত্রিকা কিনি :
- ক. তার মধ্যে কোনটাই ইংরেজীতে নয় ।
খ. তার মধ্যে অল্পসংখ্যক ইংরেজীতে
গ. তার মধ্যে অনেকগুলি ইংরেজীতে ।
- ৬। আমার পাড়াঘর যদি ইংরেজী ভাষাভাষি পরিবার থাকতো তা হলে আমি :
- ক. কখনো তাদের সাথে ইংরেজীতে কথা বলতাম না
খ. মাঝে মাঝে তাদের সাথে ইংরেজীতে কথা বলতাম
গ. ঘটবেশী সম্ভব তাদের সাথে ইংরেজীতে কথা বলতাম ।
- ৭। আমি আমার সুনামকে তার ইংরেজী ক্লাসের পড়াশুনা সম্বন্ধে জিজ্ঞাসা করে থাকি ।
- ক. কখনো না ।
খ. মাঝে মাঝে ।
গ. প্রায়ই ।
- ৮। যদি আমার সুযোগ থাকতো এবং আমি যথেষ্ট ইংরেজী জানতাম তাহলে আমি
টি.ভিতে ইংরেজী অনুষ্ঠান সূচী দেখতাম ।
- ক. কখনো না ।
খ. মাঝে মাঝে ।
গ. ঘটবার সম্ভব ততবার ।
- ৯। ইংরেজী শেখার সুযোগ দেওয়া হলে :
- ক. আমি নিশ্চয়ই তা গ্রহণ করতাম না ।
খ. আমি জানি না সে সুযোগ গ্রহণ করতাম কি - না করতাম ।
গ. আমি নিশ্চয়ই সে সুযোগ গ্রহণ করতাম ।
- ১০। আমার মনে হয় ইংরেজী ভাষা শেখা :
- ক. অন্যান্য বিষয়ের চেয়ে কম চিত্তাকর্ষক/আকর্ষণীয় ।
খ. অন্যান্য বিষয়ের চেয়ে চিত্তাকর্ষক/আকর্ষণীয় নয় ।
গ. নিশ্চয়ই অন্যান্য বিষয়ের চেয়ে বেশী চিত্তাকর্ষক/আকর্ষণীয় ।

পি.ডি. বা অভিভাবকের জন্য প্রশ্নমালা দ্বিতীয় ভাগ "খ" গ্রন্থ

প্রশ্নমালার এই অংশে আপনি সম্ভাব্য চারটি উত্তরসহ একটি উত্তর পাবেন ।
অনুগ্রহ পূর্বক উত্তরটি পড়ে বিকল্প জবাবগুলি "১" থেকে "৪" অনুমানযোগ্য যেভাবে
আপনার বেলায় প্রযোজ্য সেইভাবে দেখান । অনুগ্রহ পূর্বক যে জবাবটি আপনার কাছে
সবচেয়ে বেশী গ্রহণযোগ্য বলে মনে হয় তার বাম পাশে "১", এর পরবর্তী যেটা
গ্রহণযোগ্য বলে মনে হয় তার পাশে "২" দায়র দিবেন এবং এভাবে অনুমানসারে নম্বর
দিবেন ।

এমন হতে পারে আপনার কিছু ঘুড়ি আছে যা বিকল্প জবাবগুলোর ভিতরে
দেওয়া নেই । আপনার ব্যক্তিগত ঘুড়ি দেবার জন্য "৬" অংশ খালি রাখা হয়েছে।
আপনি যদি মনে করেন আপনার ঘুড়ি দেবার সময় "৬" অংশের খালি জায়গায়
অনুমানসারে দেওয়া প্রয়োজন তবে আপনি অবশ্যই "১" থেকে "৫" পর্যন্ত অনুমানসারে
দিবেন ।

১। আমার সম্ভাব্য ইংরেজী ব্যাখ্যা/পড়া উচিত কারণ :

- ক. আমি মনে করি ইহা চাহাকে উন্নততর পেশা পেতে সাহায্য করবে
- খ. আমি মনে করি ইহা চাহাকে ইংরেজী ভাষাভাষি লোকজনদের ভালভাবে বুঝতে সাহায্য করবে ।
- গ. ইহা চাহাকে অনেক ও বিচিত্র ধরনের লোকদের সাথে মেলামেশা করতে সাহায্য করবে ।
- ঘ. দুটি ভাষা জানা থাকলে সে সুশিক্ষিত হতে পারবে ।
- ঙ. যদি অন্য কোন ব্যক্তিগত ঘুড়ি থাকে অনুগ্রহ পূর্বক বিস্তারিত ব্যাখ্যা করুন :
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